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THE RELATIONSHIP BETWEEN VARIOUS FACTORS AND  
PERSISTENCE AND NON-PERSISTENCE  
IN THE STUDY OF FRENCH

by

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A THESIS

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## ABSTRACT

With a trend toward giving students in secondary schools an increasing number of options in the selection of their areas of study, the concomitant phenomenon of the course dropout has become more and more readily apparent. Any improved understanding of the causes underlying this phenomenon could lead to more efficient school administration as well as provide other benefits to those concerned with the learning of a subject area. This provides the rationale for the present study. The purpose of the study is to attempt to discover some differences between those students who drop out of a subject area and those students who persist in the same subject area.

The study was planned and carried out in the Edmonton Public School System at ten randomly selected junior high schools. Taking French at the grade nine level as the subject area to be investigated, the study was begun by dividing the students into the three categories of those presently taking French, those who have never taken French and those who started to take French but later dropped it. Using criteria suggested by a survey of the literature, the three groups were compared using the mathematical technique of discriminant analysis. A number of significant differences between the three groups were noted and the null hypotheses of no differences between groups were rejected. In the



subject area under investigation, it appeared that the most effective discriminant was student attitude toward foreign language study in general with no specified target language.

Areas where the three groups differed significantly were: (1) student sex; (2) student scores on the S.C.A.T., level 3; (3) student scores on the Alberta Departmental English examinations; (4) student total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations; (5) student perception of parental attitude toward the importance of studying French; (6) student scores on the modern language attitude scale; (7) student scores on the French attitude scale; (8) student scores on the cultural allegiance scale; (9) student original motive for choosing French as a subject.

In conclusion certain topics for further investigation were suggested with the hope that the results of these would result in a much greater understanding of the subject area dropout.

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## CHAPTER 1

### THE PROBLEM

#### Introduction

In 1958, with the passage of the National Defense Education Act (NDEA), the United States government became heavily involved in education. This involvement gave a strong impetus to new developments in several fields, including modern languages. In the latter field new programs were prepared, methods of teaching were reviewed, and increasing numbers of students were enrolled in modern language classes. This was the situation in the United States for ten years until it was decided that the NDEA had served its purpose, most of its provisions were allowed to lapse and Federal financial aid to education was sharply curtailed.

In 1968 the Modern Language Association's comprehensive national survey of modern language enrollments in colleges and public secondary schools revealed a definite decrease in enrollment as a percentage of total secondary school enrollment in grades 7 to 12 (Brod, 1970: 342). In 1966 Dusel (1966) reported that in California, 77 percent of secondary school students dropped out of modern language study after two years or less of study. These two facts, which are not necessarily related, would appear to provide some cause for concern on the part of those interested in the role of modern languages in the educational curriculum.



Canada did not have its NDEA but it was influenced by the activity and developments in the United States. New audio-lingual and audio-visual programs developed for the U.S. market became available to Canadian teachers; the results of U.S. research and experience in the use of these programs exerted a strong influence on Canadian modern language teachers, and, if nothing else, the U.S. activity exerted a heuristic effect on Canadian educators. Canada experienced a boom in educational growth comparable to that of the United States during the same period. In addition, Canadians at large became more aware of the existence of Quebec and of the fact that French is the native language of nearly a quarter of the population of this country. Therefore, the relevance of teaching French to Canadian learners became more evident. The United States is a unilingual country and any modern language to be taught in its schools is a 'foreign' language. There are areas where this appears to be untrue, such as the Southwestern states but we must recognize this distinct difference: the Spanish of the Southwestern U.S. is a remnant of Mexican influence and is nourished by proximity to Mexico. The French of Quebec is a remnant of French influence in North America but it has also developed a cultural and artistic vigor of its own and gives every indication of being able to maintain its own existence and even grow without the proximity of France. The dynamic strength of the French language, the French people and the



French culture in Canada gives an importance to the study of French by English speaking Canadians which is difficult to question.

### Need for the Study

We have no source in Canada comparable to the Modern Language Association national survey. The education yearbooks of the various provinces do not give data such as number of students taking modern languages expressed as a percentage of the total enrollment. There appears to be a lack of hard data in this area in Canada. However if the United States continues to exert an influence which is certainly real in spite of its being difficult to measure, it is certainly reasonable to imagine that we may have to deal with declining enrollments in modern language classes at some time in the future if not in the present. The investigator has interviewed or communicated with several educators in the provinces of Nova Scotia, Ontario, Saskatchewan, and Alberta. All were of the opinion that enrollments in modern language classes had declined over the past two years but could not give any exact figures to support their opinions. Finally the Supervisor of Modern Languages of the Edmonton Public School Board was interviewed and provided the following data: at the senior high school level, between 1970 and 1971, the French enrollment dropped by 6 percent while the gross enrollment grew by 4.6 percent. At the junior high school level, as of October 1971, the enrollments were



as follows:

	Total Enrollment	French Enrollment	Percent Enrolled
Grade 7	6346	3212	50.6
Grade 8	5942	2298	38.7
Grade 9	5489	1728	31.3

An examination of the above reveals that total enrollment decreases approximately 13.4 percent from Grade 7 to Grade 9. French enrollment decreases approximately 46.1 percent. It appears that a very large number of students between the time they begin grade 7 up to the time they are in grade 9, discontinue the study of French. We must find the above data disquieting if we cherish the concept of the learner as a resource which should be utilized and husbanded wisely. Always inherent in a democratic society and system of education, the concept has had a resurgence of publicity in North America during the late fifties and sixties of this century. This has resulted in a great deal of research on the school dropout and the loss to society which he represents.

It appears that the very nature of a democratic system of education tends to blind one to the problem of the subject area dropout. So long as the learner remains in school, he is simply thought of as exercising his option to pick and choose among the offerings of his school system. This would appear to be the popular opinion of a learner who takes a course for a year or two and then drops it.



### Statement of the Problem

The initial concept of the present study is found in the following question: For an optional subject area such as modern language study, what should be considered as a "normal" rate of dropping out? From this vague beginning an area of study has been more sharply delimited into the following form. In Edmonton, at the grade nine level in the public school system, the learners may be classified into three categories: those students who have never studied French, those students who are presently studying French, and those students who began to study French but stopped at some time previous to the present. What differences, if any, exist between these three groups. What are the factors which cause a large number of students at the junior high school level to discontinue French after one or two years' study? What are their perceived motives for dropping French? What factors cause some students to persist in their study of French? Can any of these factors be affected by administrators and school officials if the need to do so becomes apparent. These questions constitute a very real problem.

### Purpose of the Study

It is the purpose of this study to determine what factors differentiate between students who have never taken French in school, those who persist in their study of French in school, and those who began to study French but



dropped it at some time previous to the investigation.

#### Definition of Terms

Anomie scale. The term Anomie Scale shall refer to an eleven-item measure of the individual's dissatisfaction with his or her role in society. It is taken from Srole's original scale as modified by Lambert (1963). Of this scale Jakobovits (1970: 264) says:

The successful development of communicative skills in a second language often involves a prior tendency to "identify" with people who are native representatives of the foreign culture. Such an identification process appears to facilitate the acquisition of communicative skills, but at the same time it can create feelings of dissatisfaction with one's own culture and "way of doing things." These feelings of dissatisfaction are referred to as "anomie."

Cultural allegiance scale. The term Cultural Allegiance Scale shall refer to a nine-item measure of the degree of loyalty to what the individual perceives as being his own cultural background. The scale is taken from Jakobovits (1970: 267) who attributes it to Lambert.

Ethnocentrism scale. The term Ethnocentrism Scale shall refer to a seven-item measure of attitude toward those who are perceived by the subject as being not from his own cultural milieu or not sharing his own cultural background. Jakobovits (1970: 265) refers to ethnocentrism as "cultural myopia." The scale was developed by Adorno *et al.*, (1950).

French attitude scale. The term French Attitude Scale shall refer to a twenty-item measure of attitude



toward French speaking people. It was developed by Lambert and is presented in Jakobovits (1970: 262-264).

French dropout or FDO. A French dropout or FDO shall be defined as a student who, having begun the study of French at some time in the past, ceased this study prior to the investigation.

Modern Language Attitude Scale. The term Modern Language Attitude Scale shall refer to a seven-item measure of attitude toward the learning of any modern language which is not the native language of the subject. The scale is presented in Jakobovits (1970: 276-278) who credits it to Lambert.

Non-French or NF student. A non-French or NF student shall be defined as one who has never undertaken the study of French during his or her school career.

Persistor, French student or F student. A persistor or French student or F student shall be defined as a student who, having begun the study of French at some time in the past, was still continuing this study at the time of the investigation.

S.C.A.T. The initials S.C.A.T. shall refer to the School and College Ability Test. Level 3 of this standardized test provided some of the variables in the present study. It consists of two parts, a verbal scale and a quantitative scale, and a third percentile scale which is a combination of the two.

#### Design of the Study

The sample will consist of all the grade nine students in ten of the junior high schools in the Edmonton Public



School System. Various data about these students will be gathered and the students will then be divided into the three groups in the following areas: (1) age; (2) sex; (3) original motive for taking French; (4) perceived parental attitude toward the study of French; (5) student attitude toward learning a modern language; (6) student attitude toward French-speaking people; (7) student anomie; (8) student ethnocentrism; (9) student cultural allegiance; (10) student I.Q.; (11) student achievement in English as measured by the Alberta Departmental examinations; (12) Grade point average of student achievement on the same examinations in other subject areas, not including English. The basic hypothesis being tested here is that the apparently very high rate of student dropout in French in the Edmonton Public School System is not due simply to student caprice or random chance; that some, or all, of the above factors will be significantly different for the three groups of NF, F, and FDO students.

The general null hypothesis of the present study may be stated thus: if a group of grade nine students be selected from the Edmonton Public School System and divided into groups of students who have never taken French in school, students who are taking French in school now, and students who have taken French in school but have ceased to do so; these three groups will not differ significantly from each other in any way other than in the fact of the criterion just stated.



### Delimitations

The study is delimited in the following ways:

1. The study was conducted in the Edmonton Public School System and with grade nine students ranging in age from thirteen to seventeen years of age. Since students older or younger and in another school system might vary in their attitudes and achievements, no generalizations can be made to other age groups or other school systems.
2. The study was limited solely to attitudes toward the French people and language. Results cannot be generalized to any other ethnic or linguistic group.
3. No attempt was made to evaluate proficiency in French in the sample population studying the language or in the sample population which had ceased to study it. Categories were formed solely on the basis of whether the subject was presently studying French or not; and, if not, whether he or she had previously studied it or not.
4. No attempt was made to determine the reason for students discontinuing the study of French other than in their own perception.
5. No attempt was made to evaluate teacher proficiency either in an absolute sense or in relation to the students in the sample.

### Limitations

There is no guarantee that the subjects have responded



with complete honesty to the questionnaire. Many of the items cannot be validated by cross-reference to other sources. There is the possibility that some subjects may have given the response which they thought was desired by the investigator rather than the one which was the truth as they perceived it. Such limitations are common to all paper-and-pencil measures of attitude.

### Hypotheses

The following null hypotheses will be tested. It is hypothesized that:

1. There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of age.
2. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of sex.
3. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the S.C.A.T., level 3.
4. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Alberta Departmental English examinations.
5. There is no significant difference between the non-French, French and French dropout groups of the sample



population when compared on the basis of their total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations.

6. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their perception of their parents' attitude toward the importance of studying French.

7. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the modern language attitude scale.

8. There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of their scores on the French attitude scale.

9. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the anomie scale.

10. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the ethnocentrism scale.

11. There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their total scores



on the cultural allegiance scale.

12. There is no significant difference between the French and the French dropout groups of the sample population when compared on the basis of their original motive for choosing French as a subject.

#### Overview of the Report

The first chapter has included a discussion of the need for the study, a statement of the problem and the purpose of the study, definitions of terms, the design of the study, delimitations, limitations and hypotheses. In chapter 2 the relevant literature will be reviewed. Chapter 3 will present details of the instrumentation, sampling and research procedures, and statistical methods used in the study. The results of the study will be presented and discussed in Chapter 4. The final chapter will include a summary of findings, implications for the teaching of modern languages and suggestions for further study.



## CHAPTER 2

### REVIEW OF THE LITERATURE

The literature on modern language instruction which has appeared during the past twenty years may be viewed under five main headings, namely: (1) the historical and philosophical foundations of modern language instruction; (2) the linguistic aspects of language at the level of phonology, morphology and syntax; (3) the psychological and physiological bases underlying the teaching and learning of a second language; (4) the methodology concerned with the presentation and acquisition of modern language structure in a learning situation; (5) the administration involved in the implementation of modern language instruction in schools and colleges; and (6) the evaluation of the teaching and/or learning of second languages, implicit, but generally unstated is: the presence of the learner. When his achievement is below a certain standard, then he vanishes from the literature on modern language instruction.

Searching the literature on modern language instruction for material directly related to dropouts from modern language classes is a disappointing task. However, a large number of studies relating to dropouts from school have appeared during the past decade. In addition a fair amount



of research was done during the same period of time on the effects of intelligence, attitudes and special aptitudes on success in second language study. Apparently the problem of the modern language dropout has only recently begun to draw attention in education circles and little that pertains directly to it has been published. Some studies dealing with the school dropout are relevant to the more specific problem of modern language dropouts.

The school dropout as he pertains to the modern language dropout. Coker (1968) found a definite difference between male and female with regard to persistence and non-persistence. He noted also that persistence was positively correlated with original commitment to study:

. . . persisting students seemed to anticipate the completion of the four years within any of the five institutions investigated as well as holding aspirations for graduate study. Male and female students who did not persist because of academic reasons appeared to anticipate their non-persistence . . . (1968:93).

Operation D.I.R.E., a report by the Education Service Bureau, Inc., of Arlington, Va., noted a correlation between "subject liked least" and "subject failed." The report also noted a difference in attitude to second language study based on sex. For girls, one percent of the group liked second language study least and one percent liked it most. For boys, none liked second language study most and five percent liked it least.



Factors which appear to affect enrollment and dropping out. Mueller and Leutenegger (1964) found a high dropout rate in an "intensified oral" approach to modern language teaching at the University of Wisconsin-Milwaukee. They describe the type of course as follows:

Reading was de-emphasized. The student had no chance to follow in his book or other printed materials during the T.V. lecture, during the conversational class, or in the laboratory. His lesson preparation at home, although following a book, was to be done orally. The printed word was considered a crutch which was apt to mislead the student and retard the automaticity of his response (1964: 91).

In attempting to explain the dropout rate in this course, they interviewed a number of their students and questioned them as to their previous experience of modern language learning. It appeared that most of the students had been introduced to the language being taught (French in this case) in a manner which was almost wholly visual in its modality and the authors express the opinion that the students were "preconditioned" against an audio-lingual course. In their conclusion they state:

It is likely that the emphasis on audio-lingual learning is a frustrating experience for the students especially since our culture seems to be becoming more and more visual minded (1964:93)

Dusel (1966) laments the very high dropout rate among U.S. modern language students after two years, or less, of study. He suggests six reasons: (1) teaching methods not consistent over several years; (2) teacher qualities; (3) difficulties in programming and time tabling; (4) unwise counseling; (5) change in student plans and (6) transfer to a school where the previously studied language is not



available.

Mueller and Harris (1966) report on their development and use a programmed audio-lingual language program (ALLP) with the terminal goal of: ". . . native-like pronunciation and facility in speaking the language equivalent to a seven-year-old." Attempting to improve on the previous efforts of Mueller and Leutenegger (1964), they encountered the same resistance to the exclusive use of the audio-lingual mode. They refer to the study of Sawyer et al. (1962) and appear to agree with one of its conclusions that students may benefit from training with a textbook before them during the first thirty hours of second language study. In their analysis of the reasons for students dropping out of the ALLP, it appeared that the student's aptitude had little or no bearing on dropping out of the course. That is, an equal percentage dropped out from the high aptitude as from the low aptitude range. The criterion used for aptitude was the results of the Modern Language Aptitude Test (MLAT).

Hoye (1966) reports on the effect on modern language enrollment of the implementation of a new flexible system of scheduling classes. Of his system he says:

The approaches used by the author at Ramsey and Folwell junior high schools in Minneapolis were designed not to achieve superior gains in pupil achievement but rather to allow students to explore more widely, to use more creatively the resources of the school, and to spare students the necessity of making choices between important subjects, e.g., science and foreign languages, just to satisfy the requirements of a rigid conventional schedule. The Ramsey and Folwell experiments showed dramatically how more flexible schedules can affect foreign language enrollments (1966:2).



The author reports that at one of the two schools (Folwell), modern language enrollment went from 61 to 270 over a period of a year. However, the author does not give the school enrollment over the same period of time.

Zeldner (1966) speaks from his experience at a New York City high school. Surprised at the large number of students seeking to drop out of modern language study after two or three years of study, he interviewed a number of parents and students. His findings were that the majority of students needed a credit for two or three years of study of a second language for their career plans and when this had been satisfied, they dropped the subject speedily, with their parents' approval in most cases. A confirmation of this attitude in U.S. students comes from Lambert (1961:137). "The results indicate that achievement in foreign language training is not a central goal for American students."

Bartley (1969) attempted to discover to what extent aptitude and attitude are two of the possible causes for students dropping modern language study after grade eight in a Palo Alto junior high school. She used the Modern Language Aptitude Test (MLAT) as her measure of aptitude and the Foreign Language Attitude Scale (FLAS) as her measure of attitude. She found that persisters were significantly higher in both aptitude ( $t$  significant at 0.001 level) and in attitude toward the language being studied ( $t$  significant at the 0.05 level) than the non-persisters. She concludes:



In light of the size and uniformity of the sample and only one administration of the measurement, it is evident that the results can only be generalized to a comparable sample. However, it is submitted that in all probability these factors are indeed playing a decisive role (1969:55).

Reinert (1970) reports that the biggest reason for dropping modern language study is the discontinuance of the college entrance requirement. Like Zeldner (1966) and Lambert (1961), he found that the majority of his students appeared to view language study with little favor:

Well over half of them indicated that college requirements--either for admission or graduation--influenced their original enrollment in foreign language classes. Furthermore, both by word and deed these students showed that once they had completed these requirements, they intended to have nothing more to do with foreign languages (1970: 107).

Some of the factors which appear to influence enrollment have been considered. Next the literature will be reviewed for factors which appear to influence success in modern language study.

Factors which appear to affect success in modern language study. Jones (1950) reports that there is a statistically significant sex difference in his results (correlation significant at the 0.01 level). Girls show a more favorable attitude toward language study than boys. He also found that the attitude of the student toward the target language (Welsh in this case) has an increasingly important effect on the student's achievement. In other words, attitude and achievement were more highly correlated after two years of study than after one year. Correlation was significant at the 0.01 level in the third year.



Lambert (1961) found that a factor analysis of student achievement in language study indicated that "aptitude and intelligence formed a factor which was independent of a second comprising indices of motivation, types of orientation toward language and social attitudes toward French-Canadians" (p. 3). Lambert's studies have led increasingly toward the formulation of a "social psychology of bilingualism" which lays great stress on the role of attitudinal factors in language study. Lambert (1961) puts it this way:

This theory, in brief, holds that an individual successfully acquiring a second language gradually adopts various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language (p. 114).

Von Wittich (1962), Pimsleur (1964), and Gardner and Lambert (1965), all agreed that general pupil intelligence correlates poorly with achievement in modern language study. Von Wittich and Pimsleur both find that total grade point average (GPA) is one of the best predictors of success in modern language study. They also found English grade point marks to be an intermediate correlator: not as good as total GPA but better than intelligence; Pimsleur says (p. 122): "English grades and I.Q. are less effective than GPA in predicting FL success. A combination of these predictors is likely even better."

Carroll (1963) in speaking of the findings of Gardner and Lambert, says:



These writers stress, therefore, that the student's attitude toward language study and toward the speakers of the language he is studying can have profound influences over and above those of aptitude (1963:1090).

In the same work Carroll reports that a "high proportion" of students attain a level of achievement on the Modern Language Aptitude Test (MLAT) high enough to forecast success in foreign language study "in academic settings" (p. 1089). He also reports that girls tend to achieve higher on the test (MLAT) and also tend to get higher marks in schools (p. 1091).

Feenstra (1967) found eight interpretable factors which had a bearing upon success in second language study. These were: (1) a language aptitude factor as defined by a test of modern language aptitude; (2) an English language factor which was interpreted as meaning that skills learned while mastering a first language transfer to a second language learning situation; (3) a factor of "studentship" as defined by the student's study habits; (4) a complex of motivational variables which was labelled 'student motivation to learn French' and was dependent upon the student's attitude toward French-speaking people; (5) a parental attitude factor which indicated that parents with positive attitudes toward French-speaking peoples encouraged their children to study French; (6) a factor which was labelled 'student ethnocentrism' and indicated that negative feelings toward a linguistic group hindered acquisition of the language; (7) a parent ethnocentrism factor which indicated that a direct relationship existed between parent's ethnocentric attitudes



and the students' ethnocentric attitudes; (8) a factor which indicated a difference between the sexes and was labelled a 'sex difference' factor.

A number of factors which appear to influence success in modern language study have been considered. In the next section there will be reviewed three reports which apparently come under none of the headings previously listed and yet which appear to bear upon the central problem of the modern language dropout.

Reports pertaining to the present study but in a less direct manner than those previously cited. Smith (1969) reported a rather interesting finding of the Pennsylvania Project. He collected data on teacher subject matter competency using the Modern Language Association Foreign Language Proficiency Tests for Teachers and Advances Students as his criterion of teacher knowledge of subject matter. Using the Modern Language Association Classroom Cooperative Tests and the 1939-41 Cooperative French and German Tests as criterion of student achievement, he looked for a correlation between teacher competency and student achievement. His findings are as follows:

Date from the two foreign languages under study support previously cited research on the lack of significant relationships between teacher content matter knowledge and student achievement (1969:206).

Strasheim (1970) gives three factors which, she feels, bear upon the problem of lessening modern language enrollments. They are: (1) the disappearance of the college



language requirement; (2) the "now" student with his frequent expressed need to "communicate" and (3) the concept that a modern language is one option for the student to control his environment, out of many other options. She feels that in spite of many changes in methodology, the philosophical basis of modern language teaching has changed but little, if any: "the ultimate (and usually unstated) goal of modern language education in the secondary school has remained the preparation of the student to meet college requirements through all the objective priority changes of the past decade and a half" (1970:88-89).

McConnell (1971) appears to agree with Strasheim about the "now" student. He emphasizes the pragmatism of contemporary students who will not accept a promise of future relevance:

The vast majority of students will take those subjects they find the most interesting at any given time, providing of course these same subjects lead to a graduation diploma. Delayed gratification is alien to them; they will not be convinced by the argument that when they take their Ph.D. in applied physics, the grade 10 German course may help them decipher some obscure, untranslated thesis (1971:65).

### Summary

We have reviewed the literature on the modern language dropout under the four headings: (1) The school dropout as he pertains to the modern language dropout; (2) factors which appear to affect enrollment and dropping out; (3) factors which appear to affect success in modern language study; and (4) works which pertain to the present study but



in a less direct manner than those previously cited. The following factors appear to have an effect upon either enrollment or success in modern language study: (1) sex of student; (2) attitude of student toward the language to be studied or its parent culture; (3) choice and arrangement of material to be studied; (4) relevance to career plans of the language to be studied; (5) the physical availability of the language due to timetabling; and (6) special student aptitude for the study of modern language.

The following have been suggested as predictors of success in modern language study: (1) responses to student questionnaires; (2) various measures of student attitude; (3) student English grade point marks; (4) Student grade point average of several subjects and generally excluding English marks if these have been already used for a predictor; (f) some measure of student aptitude in the study of modern language; (6) some measure of student I.Q.; (7) some measures of parental attitude toward the language or the culture being studied, or both.

It is felt that some mention should be made of the special status of the study of Feenstra (1967) in relation to the present study. Some reasons for this status are: (1) it is a wholly Canadian study. This distinction is not made from any motives of chauvinism but simply to point out that if differences do exist between students in Canada and in other countries, then it is desirable to be able to make comparisons with a Canadian study; (2) it is the most recent



major study of this type known to the investigator; (3) it appears to be the closest in design and method to the present study of any published in Canada within the last ten years. In recognizing these qualities, we must also recognize that it is different from the present study in the following ways: (1) it deals with a different age level; (2) Feenstra is seeking a relationship between certain predictor variables and the degree of success of the subjects in language study which they are already taking. In Feenstra's study, the subjects are all members of one group, while in the present study, the subjects may be members of any one of three groups, and the predictors are used in an attempt to assign membership. This poses certain conceptual problems which are reflected in the mathematical treatment of the data. For further details of this, see "Treatment of the Data,"



## CHAPTER 3

### DESIGN AND PROCEDURES

The problem being studied is whether there are, in some areas, significant group differences between students at the grade nine level who have never studied French, those who are persisting in the study of French, and those who have studied French in the past but are no longer doing so.

### THE SAMPLE

In order to test the hypotheses it was necessary to locate a sample of grade nine students large enough to contain a significant number of students in each of the categories listed above.

Ten junior high schools in the Edmonton Public School System were selected out of the thirty-eight in which French is taught at the grade nine level. Permission having been granted by the Edmonton Public School Board to conduct the study in these schools, the principals were contacted and the following arrangements made: (1) a block of time not to exceed eighty minutes was allocated for the administration of the testing instrument; (2) all the grade nine students in the school were to be tested at the same time; and (3) the teachers who would be normally teaching the students would be requested to assist in the administration of the testing instrument. A schedule was made up and each of the ten schools



visited within a period of less than two weeks. It was ascertained at this time that the largest school to be tested had slightly over 200 students in grade nine, while the smallest had slightly under forty. It was assumed that the schools, being randomly selected, were a cross section of junior high schools in the Edmonton Public School System.

During the testing period, the investigator visited every room in which students were being tested and explained to them, without recourse to technical terms and concepts, the purpose of the research and the rationale for the various routines in the testing procedure. It was felt that by doing this, the cooperation of the respondents would be maximized.

#### INSTRUMENTATION

1. The questionnaire consisted of 67 items of which 13 were on personal data and 54 were from the five scales mentioned below. In addition special notation was provided for the respondent's name, sex, and age in months. The complete questionnaire is given in Appendix A.

2. Several measures of student attitude were considered necessary and the following attitude and psychological scales were included in the instrument: (1) a foreign language attitude scale taken from Jakobovits (1970) who credits it to Lambert; (2) a French attitude scale developed by Lambert (1961); (3) an anomie scale adapted by Lambert (1963) from the original by Srole; (4) an ethnocentrism scale adapted by



Lambert from the original by Levinson (1950). The adaptations are such as to render it more relevant to teenage respondents; (5) a scale of cultural allegiance. This is taken from Jakobovits (1970) who attributes it to Lambert.

A classification of questionnaire items according to subgroupings is provided in Table 1.

Notice that the items from four of the scales were randomly dispersed among questions 21 to 67. This was done to discourage the formation of any response set on the part of the subjects. Items from the remaining scale were not included in the dispersal because of the different response required. It was felt that the danger of response set was not great with the seven items of this scale coming directly after the biographical data and could be ignored.

The instrument will be discussed in detail in the following sections.

#### Foreign Language Attitude Scale

The Foreign Language Attitude Scale which is presented in Jakobovits (1970: 276-278) and is attributed by him to Lambert, consists of seven statements dealing with the learning of foreign languages in general. Each statement may be either negative or affirmative and the subjects were asked to indicate their agreement or disagreement on a five-point scale ranging from strong agreement to strong disagreement. The five-point scale is variously worded and variously ordered in the seven statements to discourage the formation of response



TABLE I  
CLASSIFICATION OF QUESTIONNAIRE ITEMS  
ACCORDING TO SUBGROUPINGS

	Item number
Personal Data	1-13 inclusive, also special notation provided for name, age and sex
Foreign Language Attitude Scale	14-20 inclusive
French Attitude Scale	23, 24, 25, 26, 29, 30, 33, 36, 38, 42, 43, 44, 45, 46, 48, 49, 52, 53, 55, 64
Anomie Scale	31, 35, 47, 50, 51, 54, 56, 58, 63, 65, 67
Ethnocentrism Scale	32, 37, 39, 40, 41, 57, 62
Cultural Allegiance	21, 22, 27, 28, 34, 59, 60, 61, 66



set. No provision is made for a "no opinion" or "undecided" answer though some of the intermediate responses are very nearly neutral in meaning.

The scoring of the Foreign Language Attitude Scale is so weighted that a high score indicates a favourable attitude toward the learning of a language other than English. Responses are weighted 0,1,2,3,4, for the progression from disagreement to agreement with a positively worded statement, and 4,3,2,1,0, for the same progression from disagreement to agreement with a negatively worded statement. Maximum value for the scale was 28 while the minimum value was 0.

A check on the validity of the Foreign Language Attitude test was made by comparing the mean scores of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of French would register higher on the scale than the members of the other two groups. Table 2 shows the means and variances of the three groups. A one-way analysis of variance showed a significant difference among group means ( $F=49.6$ ,  $df=2,983$ ,  $p < 0.001$ ). The French persisters have a significantly more favorable attitude than the other two groups. On this basis the validity of the scale would appear to be supported.



TABLE 2

MEANS, VARIANCES AND ANALYSIS OF VARIANCE:  
 FOREIGN LANGUAGE ATTITUDE SCALE SCORES  
 FOR NON-FRENCH, FRENCH PERSISTERS,  
 AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	14.1	21.2	192
French Persister	17.1	20.8	341
French Dropout	14.1	19.5	453
Total	15.2	22.3	986

## One-way ANOVA

Source	SS	MS	DF	F	p
Groups	2012.9	1006.4	2	49.6	<0.001
Error	19948.4	20.3	983		
Homogeneity of variance					
		$\chi^2 = 0.70$		Probability = 0.70	



FRENCH ATTITUDE SCALE

The French Attitude Scale developed by Lambert et al. (1961) and presented in Jakobovits (1970: 263-264) consists of twenty positively-worded statements about French-speaking people. The original scale is presented in Appendix C. The wording of six of the statements was changed slightly to remove ambiguity or to adapt the item to local conditions. For example, items 26, 33, and 55 as originally worded carry an implication that French-speaking people are not really Canadians. Item 55 was worded as follows: "Canadians should make a greater effort to meet more French-speaking people." (Jakobovits, 1970: 263). This was changed to "English-speaking Canadians should make a greater effort to meet more French-speaking people." Item 33 was changed to : "It is wrong to try to force the French-speaking person to become completely Anglicized (like the English) in his habits." Item 26 was changed to: "The French-speaking people show great understanding in the way they adjust to the Anglo-Canadian way of life."

Item 24 originally was worded: "The French people in this country have made a great contribution to the richness of our society." This was changed by the addition of "speaking" after the word "French" to give: "The French-speaking people in this country have made a great contribution to the richness of our society." Item 45 was changed from: "Canadian children can learn much of value by



associating with French-speaking playmates." to "English-speaking children can learn much of value by associating with French-speaking playmates." The rationale behind these changes was to emphasize the language contrast and de-emphasize any nationalistic basis of contrast. As far as possible, the contrast was intended to be between Canadians who speak French and Canadians who speak English.

In Jakobovits (1970: 264) item 18 is written "London would be a much better city if more French-speaking people would move here." This was changed to "Edmonton would be a much better city if more French-speaking people would move here to live." The first change was mandatory since the scale was to be administered in Edmonton while it was felt that the addition of words "to live" rendered the entire statement somewhat clearer in meaning.

The subjects were asked to indicate their degree of agreement or disagreement on a six-point scale ranging from strong agreement to strong disagreement. No provision was made for a "neutral" or "undecided" response since it was felt that some subjects who held unfavorable attitudes might wish to conceal them.

The scoring of the items on the French Attitude Scale was weighted so that a high score indicated a favorable attitude toward French-speaking people. Positive responses were weighted 5, 6, or 7 points depending on the degree of agreement. Negative responses were weighted 1, 2, or 3 points depending on the degree of disagreement. The maximum score



for the entire scale was 140 points while the minimum score was 20.

A check on the validity of the French Attitude Scale was made by comparing the mean score of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of French would register higher on the scale than the members of the other groups if indeed the scale measures favourable attitudes toward French-speaking people. A one-way analysis of variance revealed a significant difference among groups ( $F=14.85$ ,  $df=2,983$ ,  $p<0.001$ ). See Table 3. The scale appears to differentiate between students taking French and those not taking French. As expected, the French persisters had a significantly more favorable attitude toward French-speaking people. On this basis the validity of the scale would appear to be supported.

#### Anomie Scale

The Anomie Scale used here is taken from the original by Srole as modified by Lambert (1961) and presented in Jakobovits (1970: 264-265). It consists of eleven variously worded statements all expressing some dissatisfaction with society or the role of the individual in it. Jakobovits says (1970: 264).



TABLE 3

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: FRENCH ATTITUDE  
 SCALE SCORES OF NON-FRENCH, FRENCH PERSISTERS  
 AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	75.9	393.5	192
French Persister	83.2	399.8	341
French Dropout	75.8	409.1	453
Total	78.4	413.8	986

## One-way ANOVA

Source	SS	MS	DF	F	p
Groups	11966	5983	2	14.85	<0.001
Error	396018	402.9	983		

## Homogeneity of variance

$$\chi^2 = 0.12$$

Probability = 0.94



The successful development of communicative skills in a second language often involves a prior tendency to "identify" with people who are native representatives of the foreign culture. Such an identification process appears to facilitate the acquisition of communicative skills, but at the same time it can create feelings of dissatisfaction with one's own culture and "way of doing things." These feelings of dissatisfaction are referred to as "anomie."

The scale as quoted by Jakobovits is given in Appendix D and this is the form which was used without alteration in the present study. Marking was as in the French Attitude scale with the exception that two of the statements are differently worded from the others. Students were asked to indicate their agreement or disagreement on a six-point scale ranging from strong agreement to strong disagreement. As in the French Attitude Scale there is no "undecided" or "neutral" category to prevent as far as possible the concealment of negative feelings.

The scale is so weighted that a high score indicates a high degree of anomie. With the exception of items 51 and 67, positive responses are weighted 5, 6, or 7 points depending on the degree of agreement while negative responses are weighted 3, 2, or 1 depending on the degree of disagreement. Items 51 and 67 are reversed in that positive responses are weighted 3, 2, and 1 depending on the degree of agreement while negative responses are weighted 5, 6, and 7 depending on the degree of disagreement. The maximum score for the scale was 77 points and the minimum was 7.

A check on the validity of the Anomie Scale was made by comparing the mean scores of the students in the F group



with the mean scores of the students in the NF and FDO groups. If the scale has construct validity, it might be expected that French students would have a higher degree of Anomie than non-French or French dropout students. Table 4 presents the means, variances and analysis of variance results for the three groups. There was no significant difference among the means ( $F=0.57$ ,  $df=2,983$ ,  $P = 0.57$ ).

#### Ethnocentrism Scale

The Ethnocentrism Scale consists of seven items taken from the original Ethnocentrism Scale of Adorno *et al.* (1950) and is presented in Jakobovits (1970: 266-267). The seven items presented by Jakobovits (1970) are given in Appendix E. These seven items were changed as follows for the present study: Item 2 was changed to "With modern transportation bringing countries closer and closer together, Canada must be sure that she loses none of her independence and complete power as a sovereign nation." Item 7 was changed to "The best guarantee of our national security is for Canada to have atomic weapons." The reason for both changes was that it was felt that the new wording was more relevant to contemporary students.

The Ethnocentrism Scale purports to measure rejection of outgroups in general. As with the French Attitude Scale, subjects indicate their degree of agreement or disagreement with each item on a six-point scale. The maximum score is 49 and the minimum is 7.



TABLE 4

MEANS, VARIANCES AND ANALYSIS OF VARIANCE: ANOMIE  
 SCALE SCORES FOR NON-FRENCH, FRENCH PERSISTERS  
 AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	44.0	89.7	192
French Persister	44.7	74.5	341
French Dropout	44.0	94.5	453
Total	44.3	86.5	986

One-way ANOVA

Source	SS	MS	DF	F	p
Groups	99	49.5	2	0.57	0.57
Error	85163	86.6	983		

Homogeneity of variance

$\chi^2 = 5.58$       Probability = 0.06



Shaw and Wright (1967: 403) state that the validity of the scale has been questioned for two reasons. One is the attempt to measure such a broadly conceived construct as ethnocentrism as it was defined by the authors. The second reason is that all of the items are stated negatively and there is the danger of response act. In the present study the seven items from the ethnocentrism scale are randomly distributed among the items from the other four scales.

Shaw and Wright (1967: 403) report a reliability coefficient of 0.79 for the entire scale. It is possible that the reliability coefficient for a number of selected items from the whole scale could differ considerably.

#### Cultural Allegiance Scale

The Cultural Allegiance Scale is adapted from Lambert (1961) and is presented in Jakobovits (1970: 267). The original scale from Jakobovits (1970) is given in Appendix F. It consists of nine items of which no less than seven have been reworded since they carried to a greater or lesser extent the implication that French-speaking people are not Canadians. The rationale for the rewording was to ensure, as far as possible, that the contrast was between English-speaking and French-speaking Canadians.

The marking and scoring of this scale is the same as for the French Attitude Scale. The scoring is weighted so that a high score indicates a strong allegiance to the parent culture. The maximum score possible is 63 and the minimum



is 9.

A check on the validity of the Cultural Allegiance Scale was made by comparing the mean scores of the students in the F group with the mean scores of the students in the NF and FDO groups. It might be expected that students persisting in the study of another language and culture would have differing mean scores on this scale from students who are not so engaged.

Table 5 presents the means variances and analysis of variance for the three groups. The means of the three groups differ significantly on this scale ( $F=15.37$ ,  $df=2,983$   $p<0.001$ ). However, due to lack of homogeneity of variance, the above results should be interpreted with caution.

#### Personal Data

The student data for age, sex, personal history, and attitude scale scores were collected on optically scored answer sheets.

In addition to the data furnished by the questionnaire, further data on the sample were provided by the results of the standardized tests administered by the Alberta Department of Education in April of each year and written by all students at the grade nine level in the Edmonton Public School System. A copy of the results of the 1972 administration of these tests was made available and it contained the following test results for each student: a percentile mark for reading, language arts, social studies, mathematics, and science. In



TABLE 5

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: CULTURAL  
 ALLEGIANCE SCALE SCORES FOR NON-FRENCH, FRENCH  
 PERSISTERS AND FRENCH DROPOUTS

Group	X	Variance	(N)
Non-French	40.6	89.0	192
French Persisters	44.2	69.8	341
French Dropouts	40.8	96.1	453
Total	41.9	87.9	986

## One-way ANOVA

Source	SS	MS	DF	F	p
Groups	2630	1315	2	15.37	<0.001
Error	84083	85.5	983		

## Homogeneity of variance

$$\chi^2 = 10.0 \quad \text{Probability} = 0.007$$



addition the copy contained the percentile results of the S.C.A.T. (level 3) and the raw scores of both the verbal and quantitative scales of the S.C.A.T.

The first three spaces on the answer sheet were reserved for the student's age in months. Questions number 1 to number 13 (see appendix A) deal with the students' contact with the French language. These include the criterion which establishes the three categories of non-French (NF), French persister (F), and French dropout (FDO), student perception of parental attitude toward the importance of studying French, and original reason for taking French in school.

#### DATA COLLECTION

The instrument was administered in the ten schools between April 12 and April 21, 1972. Every effort was made to ensure that the identical procedure was followed in every school.

#### TABULATION OF DATA

Upon completion of the data collection, the answer sheets were scored using the optical scanner of the University of Alberta and the results transferred to IBM cards. The results of the Departmental examinations were also transferred to IBM cards. Using the student I.D. number as an identifier, these cards were matched so that each student was represented



by two cards each bearing different data. During the process of matching the cards, a number of students were rejected when it was found that there were no departmental results for them or their names were on the departmental lists but they had not been present for the administration of the testing instrument. Next the 54 raw data items comprising the five scales of the instrument were summed by computer and this resulted in a saving of space on the IBM card which made it possible to put all of the student data relevant to each individual on one card. Thus from an original total of approximately 1100 student respondents, the net result was 986 IBM cards bearing all the collected data and each identified by an I.D. number.

#### STATISTICAL TREATMENT OF THE DATA

##### Theoretical Rationale

In the studies conducted thus far on the relationship between success in foreign language study and certain aptitudes and attitudes of the learner, the statistical approach has been to employ analysis of variance and multiple regression techniques. Examples are Gardner (1965), Pimsleur (1964) and Feenstra (1967). In the studies cited, the criterion has been achievement in foreign language study while the predictors have been various scores on aptitude, attitude and achievement tests. The scores of both criterion and predictor variables have been continuous at least within a certain range of values. The present study poses certain



problems in this respect in that the criterion variable is discrete and can have only one of three values; i.e., the membership in one of three groups.

Fisher (1936) was the first to suggest the discriminant analysis as the technique needed for such cases. Travers (1939) used it to distinguish successful engineers from successful air pilots using six test scores as his predictors. Garret (1943) further demonstrated the technique using only three predictors. These early researchers were still limited to two groups and it was only in 1950 that the method was expanded to be used with more than two groups. Tiedeman and Steinberg (1951) and Tiedeman, Bryan, and Rulon (1953) investigated the difference between the regression analysis and discriminant analysis and showed the possibility of misclassification in the former when applied to assigning membership to groups. Further work showing the utility of discriminant analysis has been carried out by Stinson (1958) and Dunn (1959). Tiedeman (1951) pointed out that discriminant analysis is not a replacement for regression analysis but that the two techniques are useful for entirely different types of problems. Cooley and Lohnes put it most succinctly (1962: 140).

The basic difference is that discriminant analysis, and the resulting contours and probabilities of group membership, are designed to answer the question, "What group am I most like?" Multiple-regression analysis, on the other hand, is concerned with the question, "In what group would I perform the best?"



Since the present study is concerned with the problem of membership in one or the other of three groups rather than how well an individual will perform on a given measure which is continuous in nature or can be treated as such, it was decided that discriminant analysis appeared to be the technique which would yield the best and most accurate picture of the relationship between the criterion and predictor variables.

#### Treatment of the Data

Existing computer programs from the Division of Educational Research Services (DERS) at the University of Alberta were used in the analysis of the data. Programs used were as follows:

1. A one-way analysis of variance (fixed effects model), which is listed in the DERS catalogue as ANOV 15, was used to determine the means, variances, and standard deviations of all variables which were not nominal or ordinal in nature. This program also yielded a chi-square test for homogeneity of variance among the NF, F, and FDO groups, as well as a test for the significance of differences between group means.

2. A chi-square contingency program, which is listed in the DERS catalogue as NONP 02, was used to determine the significance of differences of responses for the three groups when the response constituted a discrete variable (either nominal or ordinal).



3. A discriminant analysis procedure listed in the DERS catalogue as MULV 10 was used. In the case of a functional relationship with a number of variables, this program will determine the weights of the linear composite of the variables which will maximally discriminate among the groups. It was used to determine the relative importance of each of the predictor variables in assigning membership to one or the other of the three groups.

4. A common dispersion multiple discriminant analysis which uses both the conditional and Bayesian probabilities of group membership, listed in the DERS catalogue as MULV 11, was used. Using a pre-set proportion of group membership which follows the known membership in the three groups, it assigns membership on the basis of the predictor function. This was used to assess the accuracy of the predictor function.



## CHAPTER 4

### RESULTS AND DISCUSSION

The purpose of the study was to determine what factors differentiate between students who have never taken French in school, those who persist in their study of French in school, and those who began to study French in school but dropped it at some time previous to the investigation. This purpose presupposes that the three groups do differ in some manner other than the criterion.

The achieved value of  $p$  ( $< 0.001$ ) warrants rejection of the general null hypothesis, stated in Chapter 1, that the three groups will not differ other than in the fact of the criterion. The twelve specific null hypotheses stated in Chapter 1 will now be considered consecutively.

Table 6 shows the values of Wilks' lambda criterion for three different discriminant analyses performed on the sample data. Lambda (which ranges in value from 0 to 1) is considered to be a good indicator of how well a function discriminates into discrete categories. The values achieved here, namely 0.75, 0.76 and 0.78, are quite high and indicate a high degree of efficiency in discrimination.

The three discriminant analyses were each performed somewhat differently in an attempt to achieve maximal discrimination. The first two analyses were carried out using the three groups of NF, F, and FDO students but with



TABLE 6

VALUES OF WILKS' LAMBDA, F RATIO APPROXIMATION, AND  
 SIGNIFICANCE: THREE DISCRIMINANT ANALYSES USING  
 2 OR 3 GROUPS AND 12 OR 14 VARIABLES

Source	Lambda	F	p
(1) 3 groups and 14 variables	0.75	10.5	< 0.001
(2) 3 groups and 12 variables	0.76	11.8	< 0.001
(3) 2 groups and 12 variables	0.78	22.9	< 0.001

Variables

- |  |                                      |
|--|--------------------------------------|
| 1. Age in months.                            | 8. Language Arts                     |
| 2. French attitude scale<br>score.           | 9. Social Studies                    |
| 3. Anomie scale score.                       | 10. Mathematics                      |
| 4. Ethnocentrism scale<br>score.             | 11. Science                          |
| 5. Cultural allegiance<br>scale score.       | 12. S.C.A.T. percentile score.       |
| 6. Foreign language attitude<br>scale score. | 13. S.C.A.T. verbal score.           |
| 7. Reading.                                  | 14. S.C.A.T. Quantitatives<br>score. |

NOTE: In the second and third analysis, the number of variables was reduced by summing variables #9, #10 and #11 (above) and using the resultant sum as one variable.



two different numbers of variables, namely, 14 or 12. Table 6 gives the variables used and indicates how the number was reduced from 14 to 12. The third analysis was performed using 12 variables but only two groups. The reduction in groups was achieved by combining the NF and FDO groups into one and comparing it with the F group. Note that each successive analysis results in a different value of lambda but in each case the significance is at the 0.001 level or higher. This probability was estimated by using the F ratio approximation (Cooley, 1962:61). Since any of the given values of lambda can be considered high and since there could be a loss of information with any further reduction of groups or variables, it was decided not to apply the procedure further.

#### Hypothesis 1

There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of age.

Table 7 presents the means and variances of the ages of the NF, F and FDO groups as well as the results of a one-way analysis of variance performed on these data. Note that the assumption of homogeneity of variance is violated making the use of this procedure inappropriate. Nevertheless, the value of p of 0.99 gives us no reason for assuming that any differences in mean age among groups are not due simply to chance.



TABLE 7

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE:  
 AGE IN MONTHS OF NON-FRENCH, FRENCH  
 PERSISTERS AND FRENCH DROPOUTS

Groups	$\bar{X}$	Variance	(N)
Non-French	174.6	871.9	192
French Persister	174.8	300.2	341
French Dropout	174.9	1199.8	453
Total	174.8	822.4	986

## One-way ANOVA

Source	SS	MS	DF	F	p
Groups	16.0	8.00	2	0.01	0.99
Error	810912	824.94	983		

## Homogeneity of variance

$\chi^2 = 163.5$ , probability = < 0.001



Although the differences in age are likely not significant, a pattern is apparent in the variance column. Note that the F group has the smallest variance while the FDO group has the largest. The NF group has an intermediate variance which is very nearly that of the total sample. It would appear that the F group has a much narrower age variation than either of the two other groups. What significance this may have for modern language teaching is, as yet, not clear.

### Hypothesis 2

There is no significant difference among the non-French, French and French dropout groups in the sample population when compared on the basis of sex.

Table 8 shows the breakdown into male and female for the three groups of NF, F, and FDO students and the results of a chi-square contingency test. The significant  $\chi^2$  appears to confirm the findings of Coker (1968) and the Educational Service Bureau (1966) that the F group is female dominated and the FDO group is male dominated, both to a significantly high degree. Hypothesis 2 may therefore be rejected.

### Hypothesis 3

There is no significant difference between the non-French, French and French dropout groups in the sample population when compared on the basis of their scores on the S.C.A.T., level 3.

Table 9 shows the means and variances for the three



TABLE 8

BREAKDOWN OF NON-FRENCH, FRENCH PERSISTER, AND FRENCH DROPOUT GROUPS ON BASIS OF MALE AND FEMALE IN EACH WITH VALUE OF CHI-SQUARE FOR THE MATRIX AND SIGNIFICANCE

Group	Male	Female	Total
Non-French	96	96	192
French Persister	128	213	341
French Dropout	259	194	453
Total	483	503	986

$$\chi^2 = 30.1$$

p < 0.001



TABLE 9

MEANS, AND VARIANCES: S.C.A.T. PERCENTILE, VERBAL AND QUANTITATIVE SCORES FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

## S.C.A.T. PERCENTILE

Group	$\bar{X}$	Variance	(N)
Non-French	44.3	733.6	192
French Persister	72.5	600.0	341
French Dropout	53.6	757.9	453
Total	58.3	815.0	986

## S.C.A.T. VERBAL

Group	$\bar{X}$	Variance	(N)
Non-French	35.3	111.1	192
French Persister	45.3	116.1	341
French Dropout	38.6	114.9	453
Total	40.3	128.9	986

## S.C.A.T. QUANTITATIVE

Group	$\bar{X}$	Variance	(N)
Non-French	24.9	70.1	192
French Persister	32.9	74.1	341
French Dropout	27.1	82.5	453
Total	28.5	85.4	986



S.C.A.T. scale scores for the three groups. Table 10 shows the results of one-way analyses of variance performed on the scores for the three groups. Note that in each case there is a significant difference among groups ( $p < 0.001$  in each case). On the basis of the above, hypothesis 3 may be rejected.

#### Hypothesis 4

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Alberta Departmental English examinations.

Table 11 shows the means and variances for the Reading and Language Arts divisions of the Alberta Departmental examinations for the NF, F, and FDO groups. It also presents the results of a one-way analysis of variance carried out on these data which shows the means to be significantly different ( $F = 77.05$ ,  $df = 2, 983$ ,  $p < 0.001$  for Reading and  $F = 101.08$ ,  $df = 2, 983$ ,  $p < 0.001$  for Language Arts) for the three groups. On this basis, hypothesis 4 may be rejected.

#### Hypothesis 5

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their total scores on the social studies, mathematics and science parts of the Alberta Departmental examinations.

Table 12 shows the means and variances for the NF, F, and FDO groups of the sample on their total scores for Social Studies, Mathematics and Science. It also presents the



TABLE 10

ONE-WAY ANOVA: ANALYSES OF VARIANCE OF S.C.A.T.  
 SCORES FOR NON-FRENCH, FRENCH PERSISTERS  
 AND FRENCH DROPOUTS

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S.C.A.T. Percentile Scores

---

Source	SS	MS	DF	F	p
Groups	116916	58458	2	83.68	< 0.001
Error	686680	698.6	983		
Homogeneity of variance					
$\chi^2 = 5.50$ Probability = 0.064					

---

S.C.A.T. Verbal Scores

---

Source	SS	MS	DF	F	p
Group	14479	7239.5	2	63.18	< 0.001
Error	112634	114.6	983		
Homogeneity of variance					
$\chi^2 = 0.12$ Probability = 0.94					

---

S.C.A.T. Quantitative Scores

---

Source	SS	MS	DF	F	p
Groups	8285.13	4142.56	2	53.67	< 0.001
Error	75874.44	77.19	983		
Homogeneity of variance					
$\chi^2 = 2.18$ Probability = 0.34					

---



TABLE 11

MEANS, VARIANCES, AND ANALYSES OF VARIANCE: READING AND  
 LANGUAGE ARTS SCORES ON ALBERTA DEPARTMENTAL  
 EXAMINATIONS FOR NON-FRENCH, FRENCH  
 PERSISTERS AND FRENCH DROPOUTS

---

Departmental Reading

---

Group	$\bar{X}$	Variance	(N)
Non-French	47.6	681.6	192
French Persister	74.3	598.1	341
French Dropout	56.6	730.2	453
Total	61.0	778.5	986

---

One-way ANOVA (Reading)

---

Source	SS	MS	DF	F	p
Groups	104033	52016.5	2	77.05	<0.001
Error	663612	675.1	983		
Homogeneity of variance					
$\chi^2 = 3.83$					Probability = 0.15

---

Departmental Language Arts

---

Groups	$\bar{X}$	Variance	(N)
Non-French	41.8	674.0	192
French Persister	71.5	617.5	341
French Dropout	50.1	712.1	453
Total	55.9	807.7	986

---

One-way ANOVA (Language Arts)

---

Source	SS	MS	DF	F	p
Groups	135853	67926.5	2	101.08	<0.001
Error	660564	671.9	983		
Homogeneity of variance					
$\chi^2 = 1.95$					probability = 0.38

---



TABLE 12

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: TOTAL MEAN SCORES FOR SOCIAL STUDIES, MATHEMATICS AND SCIENCE COMBINED, FOR NON-FRENCH, FRENCH PERSISTERS AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	125.5	5316.7	192
French Persister	204.8	4655.4	341
French Dropout	152.9	5728.9	453
Total	165.5	6178.7	986

#### One-way ANOVA

Source	SS	MS	DF	F	p
Groups	904416	452208	2	85.69	<0.001
Error	5187776	5277.5	983		

Homogeneity of variance

$\chi^2 = 4.13$ , Probability = 0.12



results of a one-way analysis of variance performed on the data which shows that the group means are significantly different ( $F=85.69$ ,  $df=2,983$ ,  $p < 0.001$ ). On this basis it appears that hypothesis 5 may be rejected. These results would appear to relate to the findings of Von Wittich (1962) and Pimsleur (1964) who find that grade point average is a good predictor of success in foreign language study. It appears from the present results that such an average can also discriminate among non-takers, persisters and dropouts in the study of French.

#### Hypothesis 6

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their perception of their parents' attitude toward the importance of studying French.

Table 13 shows the breakdown of responses to item 9 of the questionnaire which was seeking a categorization of perceived parental attitude into positive, neutral and negative with respect to the importance of studying French. The  $\chi^2$  computed for the resulting  $3 \times 3$  contingency table is significant at the 0.001 level. On this basis we may reject hypothesis 6. Note that the largest segment of the F group perceives parental attitude as positive, a lesser segment perceives it as neutral and the smallest segment perceives it as negative toward the study of French. The NF and FDO groups display the reverse trend in that the largest segment of both groups perceives parental attitude as negative and



TABLE 13

BREAKDOWN OF ITEM 9 OF QUESTIONNAIRE (HOW DO YOUR PARENTS  
 FEEL ABOUT THE IMPORTANCE OF STUDYING FRENCH?)  
 FOR THE NF, F, AND FDO GROUPS  
 OF THE SAMPLE POPULATION

Response	NF	F	FDO	TOTAL
(a) They feel it's important....	46	178	118	342
(b) ... no more important ....	60	110	147	317
(c) ... not very important ....	76	45	166	287
Total responding	182	333	431	946

$\chi^2 = 91.18$       Significance: < 0.001



the smallest segment perceives it as positive.

#### Hypothesis 7

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Foreign Language Attitude Scale.

It has been previously noted (pp. 29-30) that the mean scores on this scale are significantly different for the three groups of non-French, French persisters and French dropouts ( $F=49.6$ ,  $df=2,983$ ,  $p < 0.001$ ). On this basis we may reject hypothesis 7.

#### Hypothesis 8

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the French Attitude Scale.

It has been previously noted (see pp 32-34) that the mean scores on this scale are significantly different for the three groups, consequently hypothesis 8 is rejected.

#### Hypothesis 9

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Anomie Scale.

In the section of discussion of this scale (see pp. 33, 35-37), it was noted that the mean scores on this scale for the three groups were not significantly different ( $F=0.57$   $df=2,983$ ,  $p = 0.57$ ). On the basis of the above there is no evidence for rejecting hypothesis 9.



### Hypothesis 10

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Ethnocentrism Scale.

Table 14 presents the mean scores, variances, and the results of a one-way analysis of variance of the scores of the three groups in the sample. Note the lack of significant difference among the groups ( $F=2.22$ ,  $df=2,983$   $p = 0.11$ ). On this basis, there is no evidence for rejecting hypothesis 10.

### Hypothesis 11

There is no significant difference between the non-French, French and French dropout groups of the sample population when compared on the basis of their scores on the Cultural Allegiance Scale.

In the section where this scale was previously discussed (see pp 38-40), it was noted that the means scores for the three groups were significantly different ( $F=15.37$ ,  $df=2,983$ ,  $p = 0.001$ ). Consequently hypothesis 11 is rejected.

### Hypothesis 12

There is no significant difference between the French and French dropout groups of the sample population when compared on the basis of their original motive for choosing French as a subject.

Table 15 presents the breakdown of responses to item 7 of the questionnaire (why did you take French at first?) together with a chi-square value for significance. Note that statistical significance is at the 0.001 level or greater,



TABLE 14

MEANS, VARIANCES, AND ANALYSIS OF VARIANCE: ETHNOCENTRISM  
 SCALE SCORES FOR NON-FRENCH, FRENCH  
 PERSISTERS AND FRENCH DROPOUTS

Group	$\bar{X}$	Variance	(N)
Non-French	31.2	49.2	192
French Persister	31.7	53.2	341
French Dropout	30.6	58.0	453
Total	31.1	54.7	986

## One-way ANOVA

Source	SS	MS	DF	F	p
Groups	242.8	121.4	2	2.22	0.11
Error	53702.4	54.6	983		

Homogeneity of variance

 $\chi^2 = 1.94$  Probability = 0.38



TABLE 15

BREAKDOWN OF RESPONSE TO ITEM 7 OF QUESTIONNAIRE  
 (WHY DID YOU TAKE FRENCH AT FIRST?)

Response	F	FDO	TOTAL
(a) I was told . . .	115	234	349
(b) It fitted . . .	10	24	34
(c) My friends . . .	11	23	34
(d) I needed it . . .	67	14	81
(e) I wanted to take it . . .	58	34	92
(f) Other . . .	<u>74</u>	<u>90</u>	<u>164</u>
Total Responding	335	419	754

$$\chi^2 = 84.77$$

p < 0.001



leading to rejection of hypothesis 12. An examination of the 2 x 6 contingency table suggests a pattern. In the responses which indicate a more passive role on the part of the student toward the choice of French (a,b, or c), there are approximately twice as many members of the FDO group as of the F group. In the responses which indicate a more active role on the part of the students in the choice of the language (d,e), the trend is reversed. This appears to indicate that a greater involvement of the student in the decision-making process makes him less likely to reverse the decision at a later date.

#### FURTHER CONSIDERATIONS

Of the original twelve null hypotheses set up in Chapter 1, nine have rejected the three have not been rejected. The three which have not been rejected are those which dealt with the significance of the age differences of the groups in the sample, with the significance of the Anomie Scale score differences of the groups in the sample and with the significance of the Ethnocentrism Scale score differences of the three groups in the sample.

If it is accepted that French study forms a criterion which divides the sample into groups with significant differences, a logical further step would be a consideration of the magnitude of the contribution made by each of a number of differentiating factors. Also valuable would be an assessment, if possible, of the accuracy with which these factors do



differentiate among students who have never studied French, students who are presently studying French, and students who have studied French but have ceased to do so.

Using the three groups and fourteen variables, a discriminant function analysis was performed on the data with results as shown in Table 16. The analysis was performed using the MULV10 program (DERS).

Although not strictly proportional to relative importance in assigning group membership (i.e. the Foreign Language Attitude Scale scores are not exactly six times as important as the language arts marks in assigning group membership), the weights in Table 16 are hierarchical or ordinal so that a higher numerical values does indicate a greater degree of discriminatory power associated with the variable.

Since there are three groups to be discriminated, the discrimination function procedure generates two equations, each of which has a root. Equation 1 accounts for over 94 percent of the discrimination (see "percent of trace" at the bottom of Table 16) so we need not concern ourselves greatly with the second orthogonal equation and its root. It should be noted in passing that equation 2 accounts for less than 6 percent of the discriminating power of the set of variables used. It is also worthy of comment that the Foreign Language Attitude Scale score has the highest relative contribution in both equation 1 and equation 2.



TABLE 16

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM  
 DISCRIMINANT FUNCTION ANALYSIS DONE  
 ON 14 VARIABLES FOR THREE GROUPS

Variable	Equation 1	Equation 2
Age	0.012	-0.007
French Attitude Scale	0.043	0.087
Anomie Scale	0.026	0.032
Ethnocentrism Scale	-0.107	0.299
Cultural Allegiance Scale	0.140	-0.035
Foreign Language Attitude		
Scale	0.953	0.769
Reading	0.023	-0.095
Language Arts	0.162	0.206
Social Studies	0.042	-0.393
Mathematics	0.042	0.051
Science	-0.016	0.073
S.C.A.T. Percentile	0.091	-0.097
S.C.A.T. Verbal	-0.109	0.092
S.C.A.T. Quantitative	0.091	0.278

Significance test for roots (see Rao, 1965:474)

Root 1 = 0.30      Chi-square = 275.46      Significance < 0.001

Root 2 = 0.02      Chi-square = 18.44      Significance: = 0.14

Percent of trace: Root 1 = 94.05, Root 2 = 5.74



The next highest weight in equation 1 is that assigned to Language Arts which is interesting in that it parallels one of Feenstra's (1967) findings that this variable is a good predictor of success in modern language study. Note also the very low relative weights assigned to age and anomie scale scores. This might have been anticipated in the light of their earlier failure (hypothesis 1 and hypothesis 9) to discriminate among the groups.

Next a common dispersion multiple discriminant analysis using the conditional and Bayesian probabilities of group membership was performed on the data. Results are shown in Table 17. The analysis was performed using the MULV11 program (DERS).

According to Villagonzalo (1969:53), conditional classification of a person to a certain group is determined by

$$P(y_i \mid H_j) = P(x^2 \leq x_i^2) \quad i = 1, 2, \dots, n \\ j = 1, 2, \dots, k$$

where  $p$  is the probability of person  $i$  obtaining a score vector  $y_i$ ; given that he is a member of the  $j$ th group. Thus the probability of his receiving a certain score is computed, assuming membership in a given group.

The use of the Bayesian theorem calls for the computation of a priori probabilities of  $i$  groups as given by

$$P_j = \frac{N_i}{\sum_{i=1}^k N_i}$$

Where  $N_i$  is the number of persons in group  $i$  based on prior



TABLE 17

RESULTS OF COMMON DISPERSION MULTIPLE DISCRIMINANT ANALYSIS  
 USING CONDITIONAL AND BAYESIAN PROBABILITIES OF  
 GROUP MEMBERSHIP FOR THREE  
 GROUPS AND 14 VARIABLES

Mean Scores in reduced space

NF	F	FDO
35.35	48.47	38.36

Variance of Scores in reduced space

95.17

Number of observations in each group

192	341	453
-----	-----	-----

A Priori probability used

0.19	0.35	0.46
------	------	------

Results:ConditionalBayesian

456 Correct

574 Correct

= 46.2 percent

= 58.2 percent



knowledge. In this study the known membership of the NF, F and FDO groups is used for this purpose. If an individual is randomly selected from a hypothetically composite population, and if only his measurement  $u$  is observed, then the probability that he belongs to category  $i$  is given by

$$P(i|u) = g_i P(u|i)/P(u)$$

$P(u)$  is the probability that any individual randomly selected from the hypothetical composite population has measurement  $u$  and  $g_i$  is the a priori probability of group membership. Group membership is assigned on the basis of the highest probability obtained.

Running the risk of oversimplification, we might say that the conditional procedure involves computing the likelihood of an individual receiving a certain score assuming his membership in 1 of  $n$  groups. The use of the Bayesian theorem involves computing the likelihood of an individual's membership in 1 of  $n$  groups assuming his having a certain score.

We should note that accuracy of prediction approaching or surpassing 50 percent is rare in the social sciences (as opposed to the physical sciences). The results in Table 17 show that the variables used in the present study are capable of a very high order of accuracy when used for the purpose of discriminating among non-takers, persisters and dropouts of French at the junior high school level.

In an attempt to assess the importance of grade point average as a discriminator in assigning membership to the



three groups, a second discriminant analysis was performed on the data using three groups and twelve variables. This was done by additively combining Social Studies, Mathematics, and Science into one variable. Results are as shown in Table 18. The analysis was carried out using the MULV10 program (DERS). Following this, a common dispersion multiple discriminant analysis was performed using the three groups and twelve variables. Results are as shown in Table 19.

Finally, in an attempt to increase discrimination accuracy, one further discriminant function analysis and common dispersion multiple discriminant analysis were performed using fourteen variables and two groups only, French and non-French which included both dropouts and those students who have never taken French. Even though some information regarding details of group membership may have been "lost," it was desired to see how far one could reasonably expect to go in the direction of increasing discrimination accuracy. Results of the last two analyses are given in Tables 20 and 21.

#### DISCUSSION OF RESULTS OF DISCRIMINANT ANALYSES

1. We have already noted (p 72) the very high accuracy of prediction possible with the variables used. If we compare Tables 17 and 19, we note that there appears to be a slight advantage in using the sum of Social Studies, Mathematics and Science as one variable for the conditional



TABLE 18

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM DISCRIMINANT  
 FUNCTION ANALYSIS DONE ON 12 VARIABLES  
 AND THREE GROUPS

Variable	Equation 1	Equation 2
Age	0.012	-0.003
French Attitude Scale	0.043	0.091
Anomie Scale	0.026	0.036
Ethnocentrism Scale	-0.100	0.341
Cultural Allegiance Scale	0.140	-0.040
Foreign Language		
Attitude Scale	0.951	0.784
Reading	0.027	-0.134
Language Arts	0.161	0.151
Sum of Social Studies, Mathematics and Science	0.018	-0.065
S.C.A.T. percentile	0.095	-0.113
S.C.A.T. Verbal	-0.117	-0.001
S.C.A.T. Quantitative	0.113	0.446

Significance test of roots (see Rao, 1965:474)

Root 1 = 0.30, chi-square = 266.5 Significance: > 0.001

Root 2 = 0.01, chi-square = 9.70 Significance: = 0.55

Percent of trace: Root 1 = 96.77

Root 2 = 3.88



TABLE 19

RESULTS OF A COMMON DISPERSION MULTIPLE DISCRIMINANT  
 ANALYSIS USING CONDITIONAL AND BAYESIAN  
 PROBABILITIES OF GROUP MEMBERSHIP  
 DONE USING THREE GROUPS AND  
 TWELVE VARIABLES

Mean scores in reduced space

NF	F	FDO
35.59	48.47	38.49

Variance of scores in reduced space

92.60
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Number of observations in each group

192	341	453
-----	-----	-----

A Priori probability used

0.19	0.35	0.46
------	------	------

Results:ConditionalBayesian

497 Correct	576 Correct
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= 50.4 percent	= 58.4 percent
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TABLE 20

NORMALIZED WEIGHTS FOR CLASSIFICATION FROM DISCRIMINANT  
 FUNCTION ANALYSIS DONE ON FOURTEEN VARIABLES  
 AND TWO GROUPS

Variable	Equation 1
Student age	0.011
French Attitude Scale	0.047
Anomie Scale	0.027
Ethnocentrism Scale	-0.079
Cultural Allegiance Scale	0.129
Foreign Language Attitude Scale	0.957
Reading	0.015
Language Arts	0.168
Social Studies	0.010
Mathematics	0.043
Science	-0.010
S.C.A.T. percentile	0.079
S.C.A.T. verbal	-0.095
S.C.A.T. quantitative	0.106

Significance test of roots (see Rao, 1965:474)  
 Root 1 = 0.286, chi-square = 242.34, Significance: > 0.001  
 Percent of trace: Inapplicable in this instance as there is  
 only one root.



TABLE 21

RESULTS OF A COMMON DISPERSION MULTIPLE DISCRIMINANT ANALYSIS  
USING CONDITIONAL AND BAYSIAN PROBABILITIES OF GROUP  
MEMBERSHIP. DONE USING TWO GROUPS (FRENCH  
AND NON-FRENCH) AND 14 VARIABLES

Mean scores in reduced space

<u>French</u>	<u>non-French</u>
47.51	37.07

Variance of scores in reduced space

86.21

Number of observations in each group

341	645
-----	-----

A priori probability used

0.35	0.65
------	------

Results:

<u>Conditional</u>	<u>Baysian</u>
710 Correct	738 Correct
= 72.0 percent accuracy	= 74.8 percent accuracy



classification (50.4% correct vs 46.2% correct). The difference in the Bayesian classification is not significant (58.4% correct vs 58.2% correct). A likely explanation is found in the reduction in the variance (92.60 vs 95.17) which would affect the conditional classification to a greater extent than the Bayesian classification since the probability of the individual's score vector will be directly affected by a change in variance.

If we compare Table 17 or 19 with Table 21, we note the appreciable increase in prediction accuracy gained by reducing the number of groups from three to two. Accuracy of this order (70+percent) is truly outstanding in social sciences data and again demonstrates the efficacy of the variables used in the study. At the same time it should be recognized that some information is being "lost" in the process of reducing the number of groups from three to two in that the distinction between those who have never taken French and those who have dropped it is now "lost" in the one category of non-takers of French.

2. We have already noted (pp 68-9) the extremely high significance which the discriminant function analysis gives to Root 1. At the very least (see Table 16), Root 1 accounts for over 94 percent of the discrimination of the function. For this reason we shall limit ourselves to a discussion of the normalized weights associated with Root 1. At the same time we should note, as illustration of the



importance of this variable, that both Equation 1 and Equation 2 assign the highest weight to the Foreign Language Attitude Scale scores (see Tables 16 and 18).

3. In the three discriminant function analyses (Tables 16, 18, 20) the scores for the Foreign Language Attitude Scale, Language Arts, and the Cultural Allegiance Scale, have the three highest weights, respectively, and maintain the same position with respect to each other. The fourth highest weight in two of three cases is the S.C.A.T. verbal score (see Tables 16, 18, 20).

4. The very low weights assigned to student age, Ethnocentrism Scale scores, and Anomie Scale scores would appear to be a reflection of the failure of these variables to show a significant difference among the groups (see Tables 7,14 and 4). In apparent contradiction to this is the weight assigned to the Ethnocentrism Scale scores in the analyses (see Tables 16, 18, 20). In spite of its failure to differentiate significantly among groups in the analysis of variance (see Table 14), it is assigned the fifth highest weight in one of the analyses (see Table 16) and the sixth highest in the other two (see Tables 18, 20).

5. The very high weight assigned to the Foreign Language Attitude Scale scores would appear to be a confirmation of the findings of Carroll and others that student attitude toward language study ". . . can have profound influences over and above those of aptitude"



(Carroll, 1963: 1090). The fairly low weights assigned to the other attitude scale scores are disappointing. If we consider the intercorrelations of the fourteen variables (see Table 22) and the probabilities of the t values associated with these correlations (see Table 23), it appears that a reason for the low weights assigned by the discriminant analysis to the other four attitude scales is that they are all five fairly highly correlated. Note that student age, the Anomie scale and the Ethnocentrism scale, the three variables which showed no significant difference among groups according to the analysis of variance, are also the three variables which have the lowest correlations with other variables.



TABLE 22  
CORRELATIONS AMONG VARIABLES USED IN STUDY



TABLE 23

PROBABILITIES OF  $t$  VALUES ASSOCIATED WITH CORRELATION COEFFICIENTS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Student Age	0.00	0.01	0.11	0.33	0.02	0.07	0.65	0.51	0.57	0.89	0.46	0.43	0.40	0.73
2. French Attitude Scale		0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.08
3. Anomie Scale			0.00	0.00	0.00	0.61	0.01	0.14	0.07	0.03	0.10	0.04	0.07	0.11
4. Ethnocentrism Scale				0.00	0.00	0.00	0.00	0.00	0.42	0.20	0.51	0.31	0.08	0.76
5. Cultural Allegiance Scale					0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.02
6. Foreign language attitude scale						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01
7. Reading							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Language Arts								0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Social Studies									0.00	0.00	0.00	0.00	0.00	0.00
10. Mathematics										0.00	0.00	0.00	0.00	0.00
11. Science											0.00	0.00	0.00	0.00
12. S.C.A.T. percentile											0.00	0.00	0.00	0.00
13. S.C.A.T. verbal												0.00	0.00	0.00
14. S.C.A.T. quantitative													0.00	0.00

(Note: 0.00 means  $p < 0.001$ )



## CHAPTER 5

### SUMMARY, IMPLICATIONS AND FURTHER RESEARCH

#### SUMMARY

##### Procedure

The problem in the present study was to determine whether there are factors which discriminate among students who have never studied a modern language, students who are presently studying a modern language, and students who have studied a modern language but have dropped it before the time of the investigation. Areas where comparisons were made included: (1) academic ability; (2) academic achievement; (3) various measures of student attitude; (4) motivation for undertaking modern language study originally; (5) student perception of parental attitude as to the importance of studying another language, French being specified in this case; and (6) the sex and age of the student.

The total grade nine population of 10 randomly selected junior high schools in the Edmonton Public School System comprised the study sample. The 986 subjects ranged in age from 13 to 17 years.

Results from the Alberta Departmental examinations provided the measures of academic ability and achievement. The investigator administered the following five measures of attitude: (1) the anomie scale, an 11 item measure of



dissatisfaction with one's role in society; (2) the cultural allegiance scale, comprising nine items; (3) the ethnocentrism scale of seven items; (4) the modern language attitude scale of seven items; and (5) the French attitude scale of 20 items.

Statistical techniques used in the investigation were as follows: (1) one-way analysis of variance (fixed effects model) for comparison of test results of subgroups when these test results comprised non-discrete variables; (2) chi-square contingency tests for independence when variables were discrete (ordinal or categorical); (3) discriminant analysis was carried out in an attempt to assess the importance of the contribution made by each of a number of variables to the total process of discrimination among the groups. A variation of this technique was used to assess accuracy of discrimination in assigning membership to the groups as identified in the particular analysis.

### Results

The non-French (NF), French (F) and French dropout (FDO) group memberships were 192, 341, and 453 respectively. It was found that the subgroups differed significantly when compared on the basis of (1) proportion of male and female members; (2) academic ability as measured by the S.C.A.T., level 3; (3) results of Departmental English achievement examinations; (4) results of Departmental examinations in Social Studies, Mathematics and Science combining these three scores by summing them for each of the students in



the sample, (5) student perception of parental attitude toward the importance of the study by French; (6) student attitude toward the study of a modern language as measured by the Foreign Language Attitude scale; (7) student attitude toward French-speaking people as measured by the French Attitude Scale; (8) student cultural allegiance as measured by the Cultural Allegiance Scale; (9) student's reason for the selection of French as a school subject originally.

It was found that the subgroups did not differ significantly when compared on the basis of the following: (1) student anomie as measured by the Anomie Scale; (2) student ethnocentrism as measured by the Ethnocentrism Scale; (3) student age.

The discriminant analysis indicated that the three factors which were assigned the highest weight by the analysis were, in order of relative magnitude, the modern language attitude scale scores, the language arts scores, and the cultural allegiance scale scores. As an assessment of the effectiveness of the variables used in the discriminant analysis, a variation of this technique was used to measure accuracy of assignment of subjects to the subgroups. Depending upon whether two or three subgroups were used, accuracy of placement ranged from a low of 46.2 percent for 3 groups to a high of 74.8 percent for 2 groups. It should be noted that when 2 groups are compared, namely F vs NF + FDO, these variables have a very high discriminative capability with an accuracy ranging between 72.0 and 74.8%.



## IMPLICATIONS

One of the reasons given for the present study was to determine what factors affect dropping out of modern language study and what steps could be taken to affect these factors if, and when, the need to do so arises. In the next two sections, there will be discussed certain administrative alternatives under the heading of (1) student sex, parental attitude and student attitude, and (2) student aptitude and achievement.

### Student Sex, Parental Attitude and Student Attitude

That the sexual difference is reflected in many aspects of modern language study is attested to by a large number of researchers. Carroll (1963) finds that it affects aptitude for modern language study; Feenstra (1967) finds that it affects achievement in modern language study; Scagliola (1971) finds that it affects preference of topics in language study; Jones (1972) finds that it affects favorableness of attitude toward French-speaking people. In the light of the above it is possible that grouping by sexes in modern language classes together with entirely different programs of study for each group might be an alternative well worth studying.

Parental attitude has been found to be very important in shaping student attitude and actions. Fink (1962) finds



that parental attitude affects dropping out of school and Feenstra finds that parental attitude affects success in modern language study. It may well be that educational administration officials and language teachers may consider using some of the techniques that have proved so effective in product merchandising and in political image making. It may be accepted in the near future that language teachers are selling a product and that, to do so with the maximum efficiency, they need to prepare the market for their product.

All that has been said about parental attitude applies with equal force to student attitude. Both Lambert (1961) and Carroll (1963) appear to feel that student attitude is a vital factor in success in modern language study. The implications would seem to indicate that teachers should strive first for a favorable attitude toward the language to be studied before they attempt to foster learning of the language. It may well be that the order of priorities needs changing for language teachers in that the cultivation of a favorable attitude toward the language to be studied should be the first goal pursued as it may yield an unexpected harvest later in the form of increased speed of comprehension and retention in the successive stages of study.

#### General Aptitude and General Achievement of Student

The roles these two factors play in student success and in student persistence in modern language study is not



clearly defined. Both Von Wittich (1962) and Pimsleur (1964) find that total grade point average is a good predictor of future success in modern language study. Von Wittich (1962), Pimsleur (1964) and Lambert (1965) all agree that general aptitude or intelligence correlates poorly with modern language success. In the present study the NF, F, and FDO groups were found to be significantly different in general aptitude as measured by S.C.A.T. and also in all measures of academic achievement. The discriminant analysis did not however assign a heavy weight to any of these factors with the exception of language arts. The likely explanation for this is found in the high intercorrelations among the variables relating to academic achievement (see Tables 22, 23). An interesting sidelight on this is to be seen in the finding of Feenstra that one of his eight factors was an 'English Language Factor' which he interpreted as meaning that skills acquired in learning a first language transfer to a second language learning situation. A conclusion which may be drawn from the above is that there is not a clearly delineated causal relationship between taking a modern language in school and either general aptitude or achievement. Provided that student and parent attitude toward modern language study is favorable, it is probably safe to assume that a student of high general ability and high general achievement should be encouraged to take a modern language. It is likely that he will persist in the study of it. It is also a reasonable



assumption, providing that the student and parent attitude are as above, that the student of less than high ability and achievement should be encouraged to take a modern language. Attitude would appear to be a factor in persistence which has yet to be fully evaluated.

### General Discussion

Under this heading it is intended to discuss certain matters which do not appear to fit under any other heading. Perhaps a more fitting heading for this section would be 'conjecture' since it is intended to be less severely critical of unsubstantiated statements than elsewhere.

Age: It was somewhat surprising to the investigator that the age difference between the NF, F, and FDO groups was not significant. It is perhaps due to the policy of the Edmonton Public School Board which does not allow a student to remain in a course or a program which is not suitable to his abilities beyond a certain age. In other school boards and areas where repeated failures are permitted, there is a noticeable inverse correlation between age and achievement.

An interesting point which showed up in the ages of the three subgroups is that the F group has a very low variance in comparison with the NF and FDO groups, even though the three groups do not differ significantly (see Table 11). This tendency toward homogeneity of age of the F group is puzzling and no explanation is offered for it. It is a fact which would appear to warrant further



investigation.

Anomie: The lack of significant difference between the NF, F, and FDO groups in anomie was somewhat surprising. Lambert's writing on this concept perhaps provide an explanation. Anomie has been most noticeable in students taking an intense 'total immersion' course where they have agreed to renounce all use of English until the end of the course. Anomie has manifested itself as a cultural and linguistic 'dislocation' with an attendant threat to the individual's identity. Grade nine students in the Edmonton Public School System, on the other hand, are immersed in a French atmosphere for twenty or thirty minutes at a time, at most. Their cultural and linguistic identity is apparently never threatened to a measurable degree. It may well be that for anomie to manifest itself, the alien culture and language must be of a certain intensity and duration for some minimum period of time.

Cultural Allegiance. Another interesting result of the investigation is the fact that the F group is significantly higher in cultural allegiance than either of the two non-French groups. A possible explanation is that this may have arisen as a reaction to the exposure to another language and culture. In place of a reaction which could be labelled as 'anomie', the grade nine student in Edmonton may well react with an increased allegiance to his parent culture. It might be suggested that the F group's higher cultural allegiance score is in some way related to the fact that this



group is female dominated in numbers. A look at the composition of the other two groups would make this suggestion doubtful however. The FDO group which is male dominated in numbers and the NF group which is split evenly into male and female differ to a very small degree from each other.

Ethnocentrism. The failure of the investigation to uncover any significant difference among the NF, F, and FDO groups on the Ethnocentrism scale is disappointing. Jakobovits (1970:266) says that the way these scales react with one another and with modern language study is as yet not fully known and in this we must agree with him. The significance of the cultural allegiance score differences and the non-significance of the ethnocentrism score differences might be interpreted as showing that the French student in grade nine in the Edmonton Public System has developed a loyalty to his own culture without rejecting the possible values of others.

Foreign Language Attitude Scale. A fact worthy of attention in the investigation is the extremely high weight assigned by the discriminant analysis to the scores of the Foreign Language Attitude Scale. This high weight is an illustration of the importance which student attitude plays in the selection of and perseverance in modern language study. We have previously noted the high correlation among the scores of four of the five attitude scales (see Tables 22 and 23) which serves to prevent their showing up as



effectively as discriminators as they might individually.

The Foreign Language Attitude Scale is the best discriminator among the attitude scales and is also highly correlated with the others (except Anomie). The nature of the discriminant function analysis is such that it assigns a high weighting to only one of several highly correlated variables.

#### FOR FURTHER RESEARCH

As a consequence of the findings of the present study it would appear that the following related topics might be particularly appropriate as the focus of further investigation. These are given in order of importance as perceived by the investigator.

1. A more general study of school options, with the object of finding factors which affect the selection of, and persistence in, optional subject areas.
2. Replication of the present study in other communities, both in Alberta and in other provinces, with the object of determining how far the present results may be generalized.
3. Replication of the present study at other grade levels.
4. Replication of the present study using different cognitive and affective variables, such as the Modern Language Aptitude Test (Carroll-Sapon).
5. Replications of this study, over a period of time and to the same subjects, with the object of finding what effect maturation has upon the variables.
6. In view of the apparently important place which attitude holds in language study, a study conducted over a period of several years which would seek to clarify the interrelationship between student attitude and student persistence. This study would seek



to find which is cause and which is effect in the relationship of the two variables.

7. Having apparently identified that persistence is significantly related to sex, a study with the object of determining what factors are responsible for this.
8. Studies aimed at the development of pedagogical techniques capable of modifying student attitudes toward other cultural and linguistic groups as a preliminary step in the teaching of the language.



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## APPENDIX A

1. Question Booklet, Part A (Personal Data)
2. Direction Sheet



DO NOT MARK IN THIS BOOKLET

YOU SHOULD HAVE FOUR THINGS IN FRONT OF YOU: (1) an eight page question booklet (this one), (2) an answer sheet, white with red print on it, (3) a direction sheet, a long sheet with your identification number (I.D. number) on it in the upper right corner and, (4) an HB pencil.

FIRST READ YOUR DIRECTION SHEET

Now that you've read the directions, you have a good idea of how this test is to be conducted. You should have already filled in, on the answer sheet, your I.D. number, your age (in months), your name, whether you're male or female, and any other information called for.

In this question booklet you will find a number of questions. Each question is followed by a number of possible answers, lettered a,b,c,... Some have more answers than others. You're supposed to pick the answer that fits you, notice what letter it has (a,b,c,...etc), and then go to the answer sheet where you find the space with the same number as the question. When you find this, read across till you find the letter that fits your answer and fill in the guidelines above the letter. Notice that the guidelines are above the letters, for example  
--- . Let's take an example.  
a

Suppose you have the following on your paper:

75. You live in      a Winnipeg  
                        b Calgary  
                        c Edmonton  
                        d Vancouver  
                        e Other (please specify)

On your answer sheet you have the following:

75. ---a    ---b    ---c    ---d    ---e

If you live in Edmonton, you will fill in the guidelines above c like this:

---

Remember that questions 2,3,7, and 8 have "other (please specify)" answers. If none of the answers given for these four questions suits you, then mark the letter opposite "other" on your answer sheet AND write your answer in the space provided on the direction sheet.



## PART A

1. Please mark the one which describes you now.

- a) I am taking French now and plan to continue.
- b) I never took French.
- c) I took French but I dropped it at the end of grade 7.
- d) I took French but I dropped it at the end of grade 8.
- e) I am planning to drop French at the end of grade 9.

2. Why did you drop French?

- a) I did not drop French.
- b) I was doing poorly.
- c) I was doing all right but I didn't like French.
- d) I did not get along with the teacher.
- e) I don't need French for my career.
- f) I never took French.
- g) Other (please specify). Mark g on the answer sheet and write other reason on direction sheet.

3. Perhaps you have a second reason beside the one above for dropping French. If you did, please give it here.

- a) I did not drop French.
- b) I was doing poorly.
- c) I was doing all right but I didn't like French.
- d) I did not get along with the teacher.
- e) I don't need French for my career.
- f) I never took French.
- g) I didn't have a second reason beside the one above.
- h) Other (please specify). Don't forget to mark h on answer sheet.

4. Do you think that French should be compulsory for everybody?

- a) Yes.
- b) No
- c) Undecided

5. Which one describes the way you feel about French?

- a) I hate it.
- b) French is all right but it takes too much time.
- c) I like French.
- d) French is my favorite subject.
- e) I never took French.



6. Mark the way you feel you are doing in French this year.
- a) I'm not taking French this year.
  - b) I'm afraid I'm not going to pass French this year.
  - c) I'm doing all right.
  - d) I'm pretty happy with the way I'm doing in French this year.
7. Why did you take French at first?
- a) I didn't take French.
  - b) I was told that I had to take it.
  - c) It fitted in my timetable.
  - d) My friends were taking it.
  - e) I needed it for my career plans.
  - f) I wanted to take it because I'm interested in the French language and people.
  - g) Other (please specify). Don't forget to mark g on answer sheet.
8. What do you think could be done to improve the French program?
- a) I've never taken French.
  - b) I'd like to see reading and writing introduced at the same time as speaking and listening.
  - c) I'd prefer that we learned to read and write only without any speaking or listening.
  - d) The vocabulary and stories should be more directly related to life in Canada.
  - e) The program is all right as it is.
  - f) Other (please specify). Don't forget to mark f on answer sheet.
9. How do your parents feel about the importance of studying French?
- a) They feel it's important to study French.
  - b) They feel that learning French is no more important than any other subject.
  - c) They feel that learning French is not very important.
10. If you dropped French, did you talk it over first with a counselor?
- a) Yes.
  - b) No.
  - c) I did not drop French.
  - d) I never took French.



11. Did the counselor advise you to drop French or to keep it up?
- a) I didn't talk it over with a counselor.
  - b) I was advised to drop it.
  - c) I was advised to keep it up.
  - d) I didn't drop French.
  - e) I never took French.
12. If you are not taking French now, do you plan to take it next year in grade 10?
- a) Definitely not.
  - b) Probably not.
  - c) Undecided.
  - d) Probably yes.
  - e) Definitely yes.
  - f) I'm taking French now.
13. When you dropped French, how were you doing in it?
- a) I never dropped French.
  - b) I never took French.
  - c) I was doing badly.
  - d) I was doing pretty well.
  - e) I was doing very well.



## DIRECTION SHEET

1. Your identification number is \_\_\_\_\_
2. You should have (1) a question booklet which has 8 pages stapled together, (2) an answer sheet, white with red printing on it, (3) a direction sheet (this one you're reading now) with an I.D. number on it, and (4) an HB pencil.
3. On your answer sheet, notice the section marked "I.D." number. On your direction sheet (this sheet) at the top, is your I.D. number. Because the answer sheet will be marked by computer, it is necessary to mark your I.D. number on it in the following way: notice that under the words "I.D. number" there are six lines, each of which has the digits 0,1,2....up to 9 on it. Note also that you mark a digit by filling in the space between the guidelines which run through the digit; for example 3 is marked by filling in as follows: =3=. Mark only one digit on a line. Use the HB pencil and, if you make a mistake, erase completely before you put in the correct answer. Your I.D. number has 5 digits in it so you will need 5 of the 6 lines.
4. On the sixth line, would you mark in male/female. Males should mark in =0=. If you are a female, mark in =1=. In other words, mark in 0 for males and 1 for females.
5. Put your name in the space provided on the answer sheet. Please be sure to put your last name first, as it says on the sheet, and then your first name and middle name, or names. Then fill in the other information called for on the answer sheet.
6. Age: look down the left side of the answer sheet. Notice that the first three lines are numbered like the lines under "I.D. number" and that the word "AGE" is placed opposite these three lines. These lines are for your age which, as you might expect, has to be marked in a special way. For the computer, your age must be months. Here's how to get it: take the age you are now and multiply it by 12. Then count the number of months which have passed since your last birthday, and add this to the number you have just obtained. Example: suppose you're 14 and your last birthday was in November. 14 times 12 is 168. Now if we count from November, December is one month, January is two months, February is three months, March is four months, April is five months.  $168 + 5 = 173$ . So you're 173 months old and, so the computer can read it, you must put it in the same way you did your I.D. number: fill in the 1 on the first line opposite "AGE" like this: =4= and so on for the 7 and the 3 in the second line and the third line.



7. One more thing: If you look at your question booklet, (the one with 8 pages, remember?) you will notice that each question on it has several different answers given and these answers are lettered, a,b,c,...etc. and you answer by picking the answer you like and marking the letter corresponding to it on the answer sheet. For example, question #25 has six different answers lettered a,b,c,d,e,f, and on the answer sheet opposite #25 you see six guidelines marked a,b,c,d,e,f, and you're supposed to mark one letter by filling in the guideline over it. This is fine but questions 2,3,7, and 8 have an answer "other, please specify" which means you may have an answer which is not on the paper. If you do, mark the letter opposite the "other" on the answer sheet sheet and give the other answer, in your own words, on this sheet in the spaces provided below.

## QUESTION NUMBERS

Don't forget to pass in this sheet with your answer sheet and the question booklet when you're finished.



APPENDIX B

Modern Language Attitude Scale  
as given in Jakobovits (1970)



1. I would study a foreign language in school even if it were not required.
  - a) definitely
  - b) probably
  - c) possibly
  - d) probably not
  - e) definitely not
2. I would enjoy going to see foreign films in the original language.
  - a) some
  - b) not much
  - c) quite a bit
  - d) not at all
  - e) a great deal
3. Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad.
  - a) strongly agree
  - b) disagree
  - c) doubtful
  - d) agree
  - e) strongly agree
4. I want to read the literature of a foreign language in the original.
  - a) strongly agree
  - b) doubtful
  - c) agree
  - d) strongly disagree
  - e) disagree
5. I wish I could speak another language perfectly.
  - a) a great deal
  - b) quite a bit
  - c) some
  - d) not much
  - e) not at all
6. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.
  - a) definitely not
  - b) probably not
  - c) possibly
  - d) probably
  - e) definitely



7. Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages.
- a) strongly agree
  - b) doubtful
  - c) agree
  - d) disagree
  - e) strongly disagree



APPENDIX C  
Ethnocentrism Scale  
as given in Jakobovits (1970)



The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by wiring on the line preceding each statement the number from the following scale which best describes your feelings.

+1 slight support, agreement  
+2 moderate support, agreement  
+3 strong support, agreement  
-1 slight opposition, disagreement  
-2 moderate opposition, disagreement  
-3 strong opposition, disagreement

- 1. The worst danger to real Canadians during the last 50 years has come from foreign ideas and agitators.
- 2. Now that a new world organization is set up, Canada must be sure that she loses none of her independence and complete as a sovereign nation.
- 3. Certain people who refuse to salute the flag should be forced to conform to such a patriotic action, or else be imprisoned.
- 4. Foreigners are all right in their place, but they carry it too far when they get too familiar with us.
- 5. Canada may not be perfect, but the Canadian way has brought us about as close as human beings can get to a perfect society.
- 6. It is only natural and right for each person to think that his family is better than any other.
- 7. The best guarantee of our national security is for Canada to get the secret of the nuclear bomb.



APPENDIX D  
Anomie Scale  
as given in Jakobovits (1970)



The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings:

- +1 slight support, agreement
- +2 moderate support, agreement
- +3 strong support, agreement
- 1 slight opposition, disagreement
- 2 moderate opposition, disagreement
- 3 strong opposition, disagreement

- 1. In Canada today, public officials aren't really very interested in the problems of the average man.
- 2. Our country is by far the best country in which to live.
- 3. The state of the world being what it is, it is very difficult for the student to plan his career.
- 4. In spite of what some people say, the lot of the average man is getting worse, not better.
- 5. These days, a person doesn't really know whom he can count on.
- 6. It is hardly fair to bring children into the world with the way things look for the future.
- 7. No matter how hard I try, I seem to get a "raw deal" in school.
- 8. The opportunities offered young people today are far greater than they have ever been.
- 9. Having lived this long in this culture, I'd be happier living in some other country now.
- 10. In this country, it's whom you know, not what you know, that makes for success.
- 11. The big trouble with our country is that it relies, for the most part, on the law of the jungle: "get him before he gets you."



APPENDIX E  
Cultural Allegiance Scale  
as given in Jakobovits (1970)



The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by wiring on the line preceding each statement the number from the following scale which best describes your feelings:

- +1 slight support, agreement
- +2 moderate support, agreement
- +3 strong support, agreement
- 1 slight opposition, disagreement
- 2 moderate opposition, disagreement
- 3 strong opposition, disagreement

- 1. Compared to French-speaking people, Canadians are more sincere and honest.
- 2. Family life if more important to Canadians than it is to the French-speaking.
- 3. Canadian children are better mannered than French-speaking children are.
- 4. Canadians appreciate and understand the arts better than do most people in France.
- 5. Compared to Canadians, the French are a very unimaginative people.
- 6. The French way of life seems crude when compared to ours.
- 7. The French would benefit greatly if they adopted many aspects of the Canadian culture.
- 8. People are much happier in France than they are here.
- 9. The opportunities offered young people in Canada is far greater than in France.



APPENDIX F

French Attitude (Francophone) Scale  
as given in Jakobovits (1970)



The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings:

- +1 slight support, agreement
- +2 moderate support, agreement
- +3 strong support, agreement
- 1 slight opposition, disagreement
- 2 moderate opposition, disagreement
- 3 strong opposition, disagreement

- 1. The French who have moved to this country have made a great contribution to the richness of our society.
- 2. The more I get to know French-speaking people, the more I want to be able to speak their language.
- 3. French-speaking people are very democratic in their politics and philosophy.
- 4. French-speaking people have produced outstanding artists and writers.
- 5. By bringing the old French folkways to our society, they have contributed greatly to our way of life.
- 6. French-speaking people's undying faith in their religious beliefs is a positive force in this modern world.
- 7. The French-speaking person has every reason to be proud of his race and his traditions.
- 8. If Canada should lose the influence of French-speaking people, it would indeed be a deep loss.
- 9. French-speaking peoples are much more polite than many Canadians.
- 10. We can learn better ways of cooking, serving food, and entertaining from the French-speaking people.
- 11. French-speaking people are very dependable.
- 12. Canadian children can learn much of value by associating with French-speaking playmates.



- 13 French-speaking people set a good example for us by their family life.
- 14 French-speaking people are generous and hospitable to strangers.
- 15 Canadians should make a greater effort to meet more French-speaking people.
- 16 It is wrong to try to force the French-speaking person to become completely Canadian in his habits.
- 17 If I had my way, I would rather live in France than in this country.
- 18 London would be a much better city if more French-speaking people would move here.
- 19 The French-speaking people show great understanding in the way they adjust to the Canadian way of life.
- 20 In general, Canadian industry tends to benefit from the employment of French-speaking people.



## **APPENDIX G**

### **Raw Data**



I.D. SEX AGE

RESPONSES

DEPARTMENTAL RESULTS

10771	F	177	CFCBFB DFFE?	AADD CEEEF PHB D	ACCCDD EEDBB E	EFFFB EDPFAF	DDCED AEEEF	DDCFB FC
10932	F	179	AAAAC DFBBB BFAAB BJC A	DFAAA DBBBAA CBAAAB ABBA	DBBBB FPCCB ADDFD AEEDF	BEPDD DBCFA FC	94 97 90 81 77 87	54 41
10910	M	186	DBGBA EACBD CJA C	ABBBB AECDD BDECD	EBCDA PCBCE CDEBA	35 43 30 98 56 70	37 37	37
101C2	M	186	CBGCA PEDBA EBC E	ABEBB ABCDD CCBDD	EEAAC DCBAA ABAEE	CFEDC D3 BCDDE AF	84 85 95 97 92 93	48 42
10200	F	078	C F AB C	P D EE E	FECAA BCDDE	PEDAB CBDCE	84 85 95 97 92 93	48 42
10177	M	178	AAAAB ECFBF FBH F	CBDAc DFACB FBH F	DBADB E2AED EDECC	EBAFE BPECF EAAFB	46 29 35 88 37 42	35 25
10179	F	185	AAAAB FBDEF	CEEAC CBJ F	DFACA DECPA FEECA FEECA	E2CEP EECAED FEECA FEECA	46 45 46 65 44 56	36 29
10191	M	000	BB D G	CACAD D	AADAA ADADF ADADF EDDAD DC	EDDAD FF	98 99 99 99 99 99	60 46
10187	M	000	BH D DBBBB CBBCD DBG E	CAAAF ADCCC ECAEB CBAEF	BABCB ECAEB BECBF PDF D	CAABC FB F3BEB	11 2 18 12 11 25	16
1C186	M	000	BFAEE AAABD EABCB	ABDAB ADCCC DBG E	DBADB ADCCC DBG E	FFDBF F3BEB	42 49 69 79 59 83	37 37
10184	F	181	DAAAD BBD D	AAABD BBAAD BBD D	EDEBA AEADA DBBBD	DAADD BEDAF DDDDA AA	38 23 20 48 1 30	31 23
1C185	M	000	BPF C BFFCE ADADF	DAAAB AAAAD ADADF	ABBD EEBA CBD	CAFDB CB AEBDC	10 3 15 26 1 13	14
10183	F	180	CFBEE BCEEE BCEEE	AAAAD EEBA BCEEE	CBBEB ABCBB CBCEB	DDDEE ABCCEC	56 38 38 59 66 37	35
10176	F	171	AAAAC CFBEE BFAEE	CEEAC FBGB CFCBE	DFABA DCAEA ABAAB	FFEEF BC BDCFF	99 97 93 90 89 92	57 32
10175	F	176	BFAEE ABDF	AAABD EABCB	EDBDA BBCCB DFDDA	DDFFF BABFC	58 60 64 20	25 32
10174	F	173	BFFBE BCEEE BFFBE	AAAAD BCEEE AAACD	EBCFB EEAEB EBCFB	EADFA AFFAA AB	23 7 11 26 5 23	12
10173	M	181	BCEEE BCEEE BCEEE	ABCD EABCB	DBADB CBAEA CCADC	EBFEE FEAED BC DFFF EFEDF	63 38 58 26 21 30	34 20
			BCDDF	CBD D	BBBBFB	EDBAE	FAAFE	FDADF DF



## DEPARTMENTAL RESULTS

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
1010172	F	173	AAACC CEBAC DPABA ECADA FDBDE BAAEF BAADB DDBEF BBC D ACBAA ADEEA AEBEE ADDDF DB	88 89 34 79 65 88 54 32
1010161	M	181	CAGBC ABEC CDEA BCDD EFBEE EFFFEB EAFAA FADC P CBB F CDCFC DFFPA FFFF CF	0 36 50 77 39 62 42 28
1010162	M	164	AAABB BEDAC AFACA DDADD BEFFA FFFF FCCEC FCBDE FBC F FFEFE EDEFF BCFFF DEAFF BC	67 63 48 65 73 0 0 0
1010170	F	182	DGGBC ABDAB AECCA BDDBC B FEDDE AFFAD DCAF B EBBDF PBA F BBBFD EAEEA ABEEP BEFFF DB	54 49 48 26 68 24 32 18
1010171	F	183	EGGBC CFBCC AFACB DDDDD FCABC BFFBE FCCFF CBFCB FBBC C 3CCBB ACFC A CFCFF FFFF AC	91 30 37 72 65 90 55 32
1010221	F	175	AAABC CEBAC DPABB CCABA FERDE EEEBC EDADB EEDEF ACB D B BDB EDAAB AAADF DEFFF AC	80 69 58 54 49 72 43 32
1010169	F	182	AAABB DEFAC DEABA BBBEB FFBBB DFFEA BCCFB BBBEF 3BJ A CBCDD BCECC BDCBF EEEBF EC	91 94 60 58 80 73 50 24
1010226	F	176	AAAAC CEBAC DEACE ABAAE FECBC EFFF DFDFF CFCFF ECG A CACEA EBBC ABCAF AFAF EC	72 75 46 75 59 66 41 29
1010222	F	181	DGGBA A PCB AACDB CDCCC EFADD EEEFF FEFCB EEFEFA DCC E CAAFF DDEBC EEAFB FAFFE EB	58 76 43 57 44 38 35 23
1010157	M	181	EGBHA BGPGCC DAAED CCDDC EAFFCC FFFDF EDBBC BCAAC CBH F CAPFB BDDBC BFFFF DCCCCA EB	28 75 73 62 49 79 49 30
1010164	F	179	CCEBA ABEAB AABDC CCCCC DBFBF DBBF ACDAB EBCAD BBE D BADDD ADDBD ABDEA BDEBA DB	4 29 2 20 12 1 20 17
1010206	M	171	DCBBA ABECB ACDDD ADBCC FPEAD EDAED FCBDC CBCBE ACG D FFFFF FDCCA DCDDA AAABC DD	42 43 74 57 56 58 44 24
1010207	M	175	CGHBA ABFCB AACCA CDACA AFAD FEBDE CBDDC FEDBF FCH D BDEFA FFEFB EFDFC CDFCF FC	76 40 46 26 61 48 39 24
100214	F	179	EBBBB BGFB B ACDB CCCDC FFDBC ECCDD BFDC CDBDD BCE D CDDDC DDCAD DBBDD DDDFD DC	67 67 71 38 75 64 49 22
100218	F	172	BFPBE AAACD EEBBE DAAEB FPCBA ADFFC AACFD CBB D DCI D CBBAA DBACC BECCF FFFF CC	72 58 62 59 68 77 49 29
102019	F	179	AAABB CEFFCC DFADD CCCDC EEDAA DEDAF ECADA ABABD DCJ D ABBDD AAEAA ADADF ADDAE EB	84 76 76 93 80 97 55 41
102015	M	181	DEEBA ABBCB ACCDD DCABC FPEFB EPPBE ECBFD BBBRE CCF F BBBAE EEEB BBBBBB FB	63 48 58 67 71 80 46 34



DEPARTMENTAL RESULTS

RESPONSIBILITIES







## DEPARTMENTAL RESULTS RESPONSES

L.D.		SEX	AGE	RESPONSES		DEPARTMENTAL RESULTS	
1010166	F	180	ECCBA BBDCA	B BEAC ABG D	DCADD C EDBB	CBCCC CDCDE	DDEF
1010180	F	189	FBGBF DAECE	ABBAA EBA E	BECDD EECEE	BBDBB EECEC	DBDE EADCC
100010	F	103	CFFBA CFDCB	A BABA AA	DEECE F CDFC	BBBAB DCCFC	ECCCD EE
100019	M	172	CGGBA BBCBB	ABFCB BAJ B	AADCD B BCCEE	BEACD AAACC	CCPCB DBABE
100020	F	078	AAAAB CDBCA	D BDAC AAA D	DFABB BDCAE	DBAAB ADCBA	CCPCA DBDF DCCEA
100004	M	172	C BA EDEAA	AAABD AAAE	EABCB E BDDAA	BCACB EEEDF	AAFFD PAFFE
100097	M	177	BFFCE DDEFF	AAACD FAH F	EABED F FEFFF	CCEBD EADCC	CBDBA EFDDF
10139	F	179	AAACB BABDF	BEDAC FBJ P	DEACB A ABDE	DBADB EDEDG	DFDDD AECD A
100080	M	178	EEBBB FDFAC	BBFBAB CAA F	AADEB AFGFE	DCCDC CAABE	DEAAA AFDFE
10071	F	183	CGGBE FBBCF	AGACD CAB P	EEBDD CFFF C	EEAED CAAEF	FAFF FAFF
10108	M	167	AAABC DDDED	CBBAC FBI A	DEACB EDBEC	CBBDC A AFDD	FFDBF FC
10205	M	184	DBDBA AFDFC	AEGBB ACP F	ADGED F FFCFF	BBBDD EFCFF	ADAEF CCCFB
10168	F	162	AAAABC EBBBF	DFBBC DBI E	DEACA C CEEF	BRAED BEECC	CBDDF CP
10106	M	189	CBGB EBDCE	AAA C BBG F	DEACB FFF FC	DEACC FDAAD	ECCFB EEFED
10104	M	181	EEDBA CDD F	CB C AA F EBE F	CA CDCDB CA ECF C	DCADA FEB F	DCADA EC
10103	M	182	AAAAA FCFCF	BBFPF CBD F	DEADEF AFFA FF	BBDBB CFFF FFC	76 73 71 48 90 66 44 28
10086	F	174	AAABC FEBBF	BEEBC DAG F	DFADB BADER	ACACB BRDCB	CFAC 38 56 94 79 65 91 51 37



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

10063	F	101	AAACC DFFBC DDABA BBABA EPCBA BADA ABBEA	72 65 40 70 54 80 43 37
			EEDDF DAD D CBDAB DACBA ACBAF FDEBE EC	
10118	F	177	AAACD CGBBC DPAAF CAAEA EBCBC CDECD DCCDB	46 65 87 67 75 70 46 28
			CDBCC EBT D CCDCD BCDBC BACDF CEDBF EC	
1C119	F	181	AAACC CP AC DFABC BBBAE EFCBB B AAF CFBPF	76 63 48 79 21 42 30 30
			DDBDE CBJ B BCBBB BBAEB EPEBB BFCCB	
10039	F	185	ECECA CB3BB AFABB AABDB BEEBF FEEFC DC	80 80 69 88 63 66 42 30
			CBAFAF BAJ E BBCBB AABDC EFDAB DBDBD EBFA	
10159	M	161	AAAFA 3FFAC DFABD DBADC EADAF CADAF EC	28 58 60 90 77 77 47 31
			AC3BD DBJA BAADA ABDCB AACAF CADAF EC	
10076	F	184	BBFPB EAABD EBBCD DBBDB EEDBB AADDD DCCFC	35 29 10 29 29 13 27 16
			BDAFF AAG DBBBC EAADB AABAFA DEEDA DC	
10129	F	171	B6HAC AGFAE ADEAB CCAEB FFEBG DEEA EFEFC	58 19 15 32 0 27 30 22
			D AEF CBJ F BBCEE FCBF DCCAE FEEB FC	
1C102	M	175	CGH3B AGBB3 AADBD CEADB FEBBA EDEF CCCCFC	84 85 95 97 92 93 48 42
			EEFED PBC CDBEB FBCBB CAACC CEEAF FC	
1C099	M	182	DBBBB ADEBB ABCDB BCBDL EFEBA DFEPP FCBAE	50 43 67 51 47 83 50 32
			ECEBF EAJ F CAAFE EAFCB EFAFE EFFF A	
10100		180	CGBB AAACD EBBDD BBAE BFBAA BEPPA ACCBC	NO DEPARTMENTAL RECORD
			CEACF FBA D CEDDD EECCC BAFEB BEPAC CC	
10033	F	170	DGCB AGEAA BEDCE DBAEE DFCBA CFFFF CCCBC	11 3 3 29 5 8 22 16
			DDEDP FAD F BBFD CDFE EDBDF DFFDD DB	
10145	M	185	CCCCB AGFCC AABC A CBAEB DEEFD EDDDE DEDCD	26 19 35 19 26 13 28 15
			BECDA CBF C DEDDE FFEDD EDEFE DEFFE EF	
10149	M	175	AAACB BEEAC DFADB BDADB ADEBA DFDFF ECBE	84 56 81 96 92 82 41 40
			DEDDE CBJ F BDBFE BDFEA DDAFE BBAE BB	
1C134	F	186	EE GB CCFBA CDBAB AABBD BDBBF FPDDC FEDCC	23 7 15 8 26 12 27 15
			CCDCE CBE F CDBDE CDCDC DDFFE DABC AC	
10144	M	178	BFFBE AAACD EABDC CDBDB BBDE EDDDE EDBDD	15 23 25 44 63 34 32 24
			DEEDD EBE D DEEDD DDEEA EAACD EDDDE DD	
10167	F	180	AAABA BEBAC DFAC A AAAA F FPCCC DFFCC CCCFC	84 85 81 88 69 66 53 19
			PCCCF CBH F CBCB AAD D ECCBD BFFDP BC	
10124	M	184	CCEBA AGFAB ADDCD BDDED BDCCD ADDFF CCCAC	80 88 97 99 99 99 57 44
			DFDFF FBE FDCFC CFFFC CCFCF CC	



## DEPARTMENTAL RESULTS

## RESPONSES

I.D.	SEX	AGE	RESPONSES
10096	M	178	EBBBB CBEAC DFADB BECAD FFFFFE DCCED DCDED FDBCE EAG E CFFEE DCCDE FEDDE EFFDC E CDGAC AFEAB AEDCC CBAEA FFPAFF DEPAF PADFA DAFAD FBG F CDAFF FFDAF FDFPC FFDD FC CCGBA AEAB AADDD ADADC ABBCD BBEAA DBCDC CEFFF FBB B DCACA CFAFE BDCCB CDBAB DC EAB ABBC C AAACD DBDDC BDEFF DDCCF FBCCA FAPFF ABB PCFFF FFFFF FFBFF AFFFB DD
10126	F	178	11 23 3 0 12 34 39 17 36 15 38 35 51 0 0 0
10141	M	187	CADCB AG CDB AG FDCEF EBG B CEFDC AFDFY EPEFF FCBCF DE CCCB ADFBB AADCB BDBBB EEDDD DDEDDA AEAFF AAH D 3DBCB AAADA DCAEA DDDCF AC
10121	M	177	46 19 40 48 19 34 32 24 CFFBA AAABD EABCD BDDEB EEDDD BAAAF CCCFC BDBFF AAG D CCCAA AAAFC CACFF DEEAF DC AAAAA CEFAC DFAAA CDADB FFEAA EBCFE BCBFF FAF CBCBA CEEEC DBCFF DFFE FC
10196	F	171	80 76 69 81 63 91 53 35 CBGA BABEA BACCC ADBAE A BA
10077	F	175	42 58 35 35 65 52 39 26 DEFFD FEBFF DCCBC FBFDL BBB E ABBFB BBDBC FC A AAABA CA
10066	F	177	84 71 85 94 99 87 50 35 CCGBB ABDBB AEEAB ABAED FFBEF EFEAD FFCFC AAAFF DBA F ABDDF FDFFC FDDEF FFFFF FC CGHBB AGECB AADD DDAEB DFACC CFDCC ACCEC DBCCC DAA CDDCC FCDDF FEEDCC DDCCF CP
1C035	F	182	80 56 82 86 93 66 44 28 BFFCE AAACD EBBED AEADD AFEDB EFFFF DBCFE AFAEF AAD F CEBFA DBBFE FAAPA CBFAF EC AGAAC AEEAC DEAAE ADAEA FFCFC CCPCC CCBFA
10130	M	189	58 49 67 75 0 52 45 20 DEFFD FEBFF DCCBC 10131
10120	M	174	10091
1C050	M	181	10094
1C093	M	177	10114



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RECORD
10095	M	180	DBDBB BBDCA CCDEC CBADC FFDDD BFDDE DDDEB BCDCC BAF CDDDC DEDDE ADFBF CC CGGAC AGBAB AADAA BAAEB DDDCC CDFPF ECCDE	97 89 97 94 98 96 55 39
10113	M	182	AFAFC FBD A CACDC CACPA ACCAF CDDDF AC EAABA BBDAC DFAEB CEDBD BEFFF FFCFF CCFCF	97 73 76 70 75 43 34
10098	M	177	FFFFC AI C FFFFF FFCFF FFFFC CCCCC CF DGGBA ABBCB ABCDD DDCBE DFEAA BADBF ABBF	42 15 30 54 56 27 34 18
10109	M	183	CBBBC ABJ E EADFD EDCBE EBFEA CCFCP BC CBGBB AFBAB ADCBD BDBBC FD	91 98 99 99 99 99 57 48
10101	M	168	BB C F F F CE BA AB BBBB ABDBB CCCBC ADBED PFFEP BACPF FBFDD DBC F FFFF FBFFD FFEFC CCCC DC	67 13 73 79 80 66 42 30
10112	M	174	AAABA BGCBC DFABD CCADB DDABB ABABF BCCCB CCADF DBB A BACAD ACEBB ADCFD LDAAF FC	99 93 99 98 97 99 56 45
10111	M	179	CCEBB BABBA BACDC ADBBC BBFEA ABABD FBBED CFBAD CBA B CBDB DAECB ABAPA BDABF DA	17 2 30 51 44 22 24 25
10110	M	181	DDBBB ABFAB ACDDA BCACC FFAAF EFFE ECDFF FBFF F CFCFF EEFBC FFBBF AFFAF DC DDGBA ABDAB ADDCA CEAC F F DC	94 65 83 91 56 95 48 44
10115	F	183	FFFFF FAC F DFFF FFFF FBFFF FFFCF CA AAABC CEbac DEABA DBBDB DFABD DFEFB FCEFB	67 58 50 35 44 46 43 19
10032	F	179	BFBCF FAG F CCCAA DAFCE BEFEEF FFFEF BFAFF EAED BAAEA AADD A ADFAF ADFAF AC	76 73 89 81 93 83 53 29
10036	F	179	AAABC DFbac DFEAE AAAEA FDACD FFAAF EECFA PEFFF BBA F ADCFC FFFF FAFFF FFFEF AC	99 89 91 90 77 91 52 36
10034	M	183	CCCCB BAEAA BADD C DDDAE ABFCF DEFDF FBCDE CAAAB DBGB CDCDA CADCB EBBBD EEDFE EF	91 67 89 85 65 87 46 39
10146	M	177	BFPBE AACCD EABBD AEBCD DEECP EFDDF PBEFF PEFFF BBA F ADCFC FFFF FAFFF DCCCC CC	88 78 95 98 98 0 0 0
10150	M	175	AAACC DBBBC DFABB ACBDB FFBBB ADFDF CACEC CBCEF BBLIA CAADD AAEDC ADCCF AFFAF FC	94 73 64 70 92 68 46 27
10147	F	183	AAACC CGDAC DFABA BDBDB FFFF EFFFF EDDFB PFPEF FBH F EPCEF FFFF BC DECFF FFFF FA	58 69 55 86 71 85 41 42
10031	F	172	AAABB BBECAC DFADB CCABB EELDD DEECE CBCEE EEDE EAB F FFFF FBFFF DFFCF FFFFF FF	



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

10137	F	173	AAABA BDBAC APAED CEAEB DDCDF FDAFF DBCDC	84 65 78 90 75 64 43 28
10138	F	175	EBBBB CBH B DCDA DBCCD DCBFD EADED AC	98 96 94 96 68 95 58 35
10135	F	177	AAACB BFDBC CAACA AFABE FAFFF CCCFB	98 96 94 96 68 95 58 35
10142	M	175	CFBFF FBI A AFAAC BAFCB AFFAF AC	80 85 69 81 80 13 29 14
10133	F	171	CGGBB ABFAB AEDCB DBBEB FFCAA EEEPA DCCFC	99 97 81 89 88 94 56 35
10132	M	180	AABFF BBF D CBDED DACFB EBBC CFFFF CC	99 97 81 89 88 94 56 35
10143	M	187	A ACC DBEAC DFABD BAADB FFAB3 AFFBA ACCFE	6 13 8 0 5 4 22 11
10122	M	173	AEBEF BC A CAAAD DAFAA AEBAF ADEAF EC	35 7 58 54 51 88 48 40
10123	F	182	BFFBE AAA D EDBDB BBBDC BCBDC BDCDC	8 1 11 10 5 30 30 24
10128	F	178	BCDED EBD C AACBD BCEDC BCCBC BDCBC DC	99 88 94 99 99 99 58 44
10125	F	173	CCGBA ABFAB AADCD ADCDB AFEFF FFEDF ACCDA	72 58 64 35 49 36 37 21
10127	F	173	ADFAF DBC D AADFA DDDAA FDADF EDDDD EB	91 93 78 79 87 92 50 39
10140	M	178	CEEBB ABFB B AACEC ABABC AAFFF BBBB BBBBD	NC DEPARTMENTAL RECORD
10136	F	176	BDBCB EBD B CADBE BEBCD CBECB ACBEC BA	99 88 94 99 99 99 58 44
10124	F	178	EAAAB CBECC DPADE BECDD AEBAD FFEDF DACF	99 88 94 99 99 99 58 44
10126	F	178	DFAAF FBC F BDAFE CADAD FDDFF BFFFF FC	99 88 94 99 99 99 58 44
10129	F	173	CCHCB A GEB AAEC C DAEAB DDBEB EPEBE BBBFB	99 88 94 99 99 99 58 44
10130	F	187	DEBEF EBD A BABEA DABEA ABDBF ADEDF AB	99 88 94 99 99 99 58 44
10131	F	178	CCEBB ABBCC AADD CDCCD DFDBA EEEFE FCCFC	99 88 94 99 99 99 58 44
10132	F	182	AADEF BBI ? AABEA AAFBA DDAEE EFFFF FC	99 88 94 99 99 99 58 44
10133	F	173	CBHBA ABECB AACCB BBABB ADEFF FEDAF DCDDA	99 88 94 99 99 99 58 44
10134	F	173	EDDDF EBH F AFFF PFAAF FAFDD DDDDD DE	99 88 94 99 99 99 58 44
10135	F	178	AAAAB BBBAC DFABB DBACA DCCDD BAACA ACBAB	99 88 94 99 99 99 58 44
10136	F	178	ABDEA CBG C BACAD CABCC ACCCC B DCB BC	99 88 94 99 99 99 58 44
10137	F	173	CBBCA AAECB DCDBB DCBCB ADBED FFDDF FFBD	99 88 94 99 99 99 58 44
10138	F	178	CBACA CBP F CFFF FFFF FCECE AFEED CC	99 88 94 99 99 99 58 44
10139	F	176	AAABC CBFAC DFABB BCAEB FFBD EDFBF FABFB	99 88 94 99 99 99 58 44
10140	M	178	ADBBE BBA E EBAEB BAADC EDADE ADDF EC	99 88 94 99 99 99 58 44
10075	F	173	BFFCE AAA D E BCB DADBB A DBA ABDA ABDA ECBAE	99 88 94 99 99 99 58 44
10062	F	173	CBBBB AAF B BBABA DBCBB ABBDF BDD B EC	99 88 94 99 99 99 58 44
10107	M	176	AAABA CGFAC DFABB CBADA EEEBA EDEAD ECCFC	99 88 94 99 99 99 58 44
			BABBF BAC E BBADE BBAEA CECBF FFFFF BC	99 88 94 99 99 99 58 44
			AAABA B33AC DFADD CDABD EEEEE EEEDE DCCEC	99 88 94 99 99 99 58 44
			DCDDF ABH E CDDFA DCDAC BEABC FECCF PE	99 88 94 99 99 99 58 44



## DEPARTMENTAL RESULTS

## RESPONSES



## DEPARTMENTAL RESULTS

## RESPONSES

H. D. SEX AGE

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
10065	F	171	AAABBB DBBBB DFABC BCADC EFABA PEEBF DDAEB DAABF AAPD BCAF DABBA ADBFE EDDAF EA	99 95 80 90 81 98 58
10116	F	180	AAABD DEBAC DFAAC CAAEA EFBEF FEEFF CCEFA EEBEF FBG E CDBFB FCBBC EFCFF BAEBF FC	97 92 93 91 80 86 52
10081	M	180	CGGC ABP B AEDBD ACADB E P AB D B D P PC	CB E 76 78 94 90 65 90 51
10117	M	176	CGGAC AGEBB AADDD BDCBB EDDCA DDFPF BCCFD CPBCF EBH D AABBB DABEA AACFP FDEF FC	94 88 99 99 96 99 57
10008	M	177	DBGBB AEDAB AE CAD CAAEA EEBFP EFFFF ECFC AFACP CAI P CDCDB DDBBB DFCFP FDDDF EC	99 95 95 96 98 97 59
10018	F	175	AAACC DGEAC DFAAA DBADC FDCBA EDDBF DABPE BFBBA CAIA CCDEB FEEBE ACCBA EDFAE FC	97 80 93 94 77 93 49
10021	F	163	CCEBB AGFCB ACDDD BECDD BEADD BPDAF PCBEA ADBBF EA2 D BBAEE DADCA DDEFE PDBBD EC	99 97 74 88 73 96 51
10023	M	180	CGBEA ABDCB AACDA DCABE DCDBB CDDAF ACCDC DADDF AAD D BDCEE AACAB SBEFF EAEE EC	76 45 83 91 77 92 47
10026	F	174	CCECA ABABB AADBD DDA DC EFAED EPEEF EBDDE FDFFF EAG E ZEEPE EECCE EDEEE EEEEF EP	46 43 55 29 59 15 23
10028	F	179	AAABC CBBAC DFACC BBAEB FPBBE AEEBF EAAPB AFBDF CAI P BBACE BBDDD CCBFF PPPPE EA	46 95 97 98 94 84 54
10030	F	180	CCEBA ABCBB AADDD ADDBC EFDDB CFFCF ACCEC EFCBE BAA F CDCEC EFCCE EC AD BEFFA BC	72 60 59 63 84 56 33
10150	M	176	CCEBA ABEBB ADDB BDDDB DFDDB DDBBC FCADF DB D 3DBDD DABCA DBAFA DFFA BC	58 49 74 77 81 79 51
10154	M	174	DBGBC AEEAB ACCAA AAAEA EDCBA EDEBF BCCFC BEBAF BBE E CBBBB EBFC ADBFE AAAAF BC	NO DEPARTMENTAL RECORD
10153	F	178	ECCB BGFCB APADB DCBDC FFADB BFFPA CBAPB BACAB BBD C BACAB PBCBC DCBAD CEDAD EB	80 84 78 62 81 62 49
10204	M	182	EECCA CDPAB ABCCD DECCB EFAED AFFEF CFCPA FBACF DCE P CACFD DDA BD DAFFA DDCP DB	88 75 78 88 95 94 49
10208	M	181	CEGBB ABBBB AADCB DBAEC FFDDC DCCCF CBCAC CFAEP BCI P CDCDC DDFDA DAFF ADDF BC	76 71 80 67 75 70 43
10209	M	088	E E B E FDF F P DCJ D FFCFB DEABF FC EF BABDF AA	72 54 94 83 87 94 51



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES
10216	M	079	A A C CGBBC DFAAA BB EC FEBBD DDDDB PDBPA 84 89 97 93 98 97 55 36 DFDEF FCG E BADDE DDEC B AEADP ADDED EB
10217	H	174	AAABA BBCCC DCAED BDABE FFABF AFAEF FBBF C 76 25 67 72 47 54 36 30 EEEDF CCH F CAFD PACCF FAAPC FCCCC FC
10190	M	174	BFFAE AAAAD EEEBA DCEEA FFECB FFFFF FCPEPE 72 49 38 35 39 25 31 20 CFDCC FBA E FFFFF EFFCP EDCFD DDDCD FC
10188	M	181	CAGCA ABBC C ABAEB DCCCC EAFA3 CDDFF EBCAB 58 31 50 65 54 54 34 32 DFABF ABI B BDDFB FADBD ADAPE FAAA AF DC
10194	F	166	AAABC DDFAC DFAAB CBADA DEBDD EFEBD ECDED 58 76 38 67 59 64 44 27 EDDBA BBE F BDDDD DEEDA DBBFF AFDAE EB
11001	F	192	BFFAE AAABD ECBDB BDCDB BDAEA AEFDF CPCAC 50 40 43 44 0 52 39 24 DBDBF BAB DDDDB DDFEB DBCPF EDDDE AA
11002	F	176	BFFCE AAA B EABDD DCCCC DFDD EFPFF FPCFA 67 38 46 35 6 20 25 19 DFAEF FAC F EEEFA CEEPE EACFF FFPPD EC
11004	F	173	CCEBA ADBCB AAEDB BDDBD EEEDE EEEEE EEEE 72 58 25 38 47 52 40 25 FFFFF FAE F AADD D ADAAB EDADD EADEE AA
11006	F	180	BFFBB AAABD 3ABBD BDDBD APEFD FFDFE FBEEE 46 25 40 26 12 22 27 22 EEFDE CAG E DDDFD EFDCE EDDFD BACCD EB
11007	F	188	BFFBE AAACD EBBBA BCBCB ABCDC AFDBD EDBDE 4 13 5 26 1 2 17 12 BACDE EAH C DCDED FDBAD EFDCE BACDE FC
11008	F	177	DGGBB AGECB AADD B CDBC B DPEDF PCFE 63 65 40 65 54 73 46 30 EAFDF DAT P ABDD E DADD DADFD ADDBE EB
11009	F	184	BPGBE AAACD EAAED CECD B DFFFF DCCFC 2 11 46 54 26 0 0 CFBDF FAJ F CCDC C AAFC DCCFP DFFFF CC
11010	M	000	BFFBE AAACD EBBED CEEAE FFFDF CCCFC 43 54 35 41 21 42 33 27 ADFFF FAA P CFFFF FFFFF CFFFF FC
11011	M	174	BGFBA AAACD EABED DEACB FEED FDFDC DCCDC 50 36 30 26 56 11 22 19 AAAAD FAB F CDBFC EDCFF FCECF FFFDC DF
11013	F	178	BFFCE AAACD EDBAA CCADA BCBDA ADBAC CBCFC 50 54 43 12 26 32 39 14 ABDBF BAD FCACA CAFCF BBBC EFBAP ED
11014	F	291	BAFBE AAABD FABBB CDCDB ADDEB EEDDF D BEE 17 36 2 12 10 9 24 15 BDDDB FAE D EEEDE EDDBE DDEFD DDDDD DD
11015		000	BFFBE AAACD EABDD BDCAC CBCFC ACDBB ABCCB NO DEPARTMENTAL RECORD DCBDE CAF F FFFFFE FFFFFE EFFE FE



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

11019	M	274	DBCBA AEFCB AEACD AEAEF EAEDF DABFF DCEAC	80 82 85 90 92 66 41 31
11021	M	184	FBFBD DAJ D EDDEA AFCBD EAEFD DAABD EE	42 29 30 38 68 60 42 27
11022	F	187	BFFBA AAACD EABDD AEECE CBDCA EACEB CBDBD	42 29 30 38 68 60 42 27
11023	M	176	CBDEA CAB B CAEFC FBFCF DBADC FFFCF CC	23 29 35 59 19 20 28 20
11025	M	000	BFFCE AAAAD ECBA A DBAEB ADAPA DFFFF ECCFF	23 29 35 59 19 20 28 20
11026	F	000	EAEDF BAC D AADEF EAECB FDAAF FDDDD DD	67 44 48 86 71 70 33 41
11027	M	175	DBCBA AFEAB AACED CDADD AAEFB FACAF PCFDC	67 44 48 86 71 70 33 41
11028	F	173	EAEDD AAD A BFDFD EEAAD DAEEB FABAE DD	28 40 58 41 68 20 29 19
11029	F	181	DBBBB APECB ACDEB DABDB BFDCF CFFCC DCCFC	28 40 58 41 68 20 29 19
11030	M	185	CDCCC CAP C CDDDC ABDDC DCECE DEDBE DC	97 85 60 72 54 82 50 31
11031	M	178	CGGBC AFBCB AEDBA CBBDB FFBBB EEEEF FBCEF	97 85 60 72 54 82 50 31
11032	M	182	AFAPP FAG E CEEFC EEEAE EBBEF BPEFF FC	97 97 98 94 80 91 54 34
11033	F	175	CGGAC ABFBF AEEBD CBADD ADABD FDDFF DCBFC	97 97 98 94 80 91 54 34
11034	M	175	DDAFF AAE F BEBEC ADEBA DBDFF ADCEC AC	54 63 46 32 47 38 37 21
11035	M	173	DGGBB ADECBB AADCA CCBDD FFDDD BEEAF DBBFD	54 63 46 32 47 38 37 21
11036	F	173	EFPDF DAI E EFDFD F DFC DDAFF EDFDD EB	91 95 78 29 59 70 53 21
11037	F	163	CCGBB AGDCB ABDCA CBACB DBEBD ADDDB BBBFB	91 95 78 29 59 70 53 21
11038	F	173	AAADE AAI D ADBEE DADBD DDCAE EDDAA DB	91 76 67 48 37 56 47 20
11039	F	181	CCGBB AGBBB AADBA CCAEB DEFFE FFBDFF FCCAE	91 76 67 48 37 56 47 20
11040	M	185	AEPCA AAJ E CCAFB FAACE EABFE AABAE AB	56 93 81 97 83 96 54 40
11041	F	174	CGGBB AGBBB ADEBA BCBCD FFEAB AEEFB BBBFB	56 93 81 97 83 96 54 40
11042	M	178	ADAEF DAH D BABDD AAAAA ADBDE EDDFF EC	67 89 62 65 0 66 50 22
11043	M	174	CGGCB ACEAC DBEBA DBADE DAAAA ADEAE FCEDB	67 89 62 65 0 66 50 22
11044	M	178	ABADE BAJ A BDADD ADABB DADBF ADDAD AB	67 65 50 61 92 68 44 29
11045	M	185	CBHB AABC A BAACC DACDB EAFFF FFCAB	12 54 62 38 77 56 40 27
11046	F	179	CACAC CAA A CCAAF BFBCC CFBDP BFDBD FF	84 91 99 99 97 93 48 42
11047	M	173	CCDBA AEBBB AABCD DCADB ADFBB BFAAB FCCDC	63 80 58 86 80 90 49 38
11048	M	182	CBBAD AAF D AAAEA DFFCA DAAA DDDAD CA	67 71 58 59 81 58 40 24
11049	M	185	CDCBA AGFBF AADCD BBACD FPADD FFFFD BBCFB	67 71 58 59 81 58 40 24
11050	M	185	EDEEF BAG F ADBFA AFCBA EBEED AFFDD AB	67 71 58 59 81 58 40 24
11051	M	173	BFFBE AAACD EDBDD BCCCC BCFED DDAEF EDEEE	67 71 58 59 81 58 40 24
11052	M	182	EDEDB EAC E BDEEB DAECA DDDDE ADDDE DA	67 71 58 59 81 58 40 24



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

I.D.	SEX	AGE	BFFFBE AAACD ECBDA ACACC FFFFFF	FCFCA 9 13 15 3 56 27 32 20
11041	M	188	FDBFE FAB F P FFF F FD BCACE EEECP DBBAB	FFAEB FF 50 52 40 72 86 54 36 34
11051	M	176	BFFFBE AAACD EBBCC CBADD AFFDA DAABB AB	EEECP DBBAB 50 52 40 72 86 54 36 34
11042	M	181	ADADD AAB E ADED EAAAD DBAED ACFFF ACFFF	DAABB AB 3 15 35 3 37 17 26 20
11040	M	170	FFFPEA CAC F BBFFB FCFBP BCDBA FDFBD EC	AABFD EC 97 83 99 94 95 98 59 39
11045	F	183	CCCBB ADFAB AEDCB ACABD BFIAFF FFPC	EC 97 83 99 94 95 98 59 39
11034	M	182	FFFEC FAA F BFFF C DFBFD ECFFF ECCCC FF	EC 97 83 99 94 95 98 59 39
11044	F	176	CDCBA ABECB AADED CECCD AEDAD AFFAF	FBBCB 50 36 25 75 42 56 33 34
11043	M	180	DBEBE BAF F DBBEE DDEBE EBBFD EFABF DC	EFABF DC 23 36 11 26 31 29 27 24
11047	M	169	AFFBB EAAA DEABD ACCBB ACABD BFIAFF BCCBA	BCCBA 23 36 11 26 31 29 27 24
11044	F	176	CCAEC DAE A CAED DPABD ADDAD ADDAD DA	DA 98 88 80 83 63 93 53 37
11043	M	184	DABBB BAE F BDBFB DDDBD FEDFB FFFF	FB 98 88 80 83 63 93 53 37
11047	M	179	BFFBE AAACD EFBDB BEBDC DDBA AEADE EABAA	EABAA 63 56 20 79 71 66 38 34
11044	F	179	AEAEC BAD E BDBDB DDDBB DDDDE EDDBE BA	EABAA 63 56 20 79 71 66 38 34
11043	M	173	CBGCA ABEAB ABCCB CDACB DDDDD BDEBF EBDCB	EBDCB 35 29 40 32 80 29 32 31
11053	F	184	FABAE FAH F BAAA E ADECB AAEFD EABDC FF	EABDC FF 72 71 30 29 26 46 40 22
11115	F	179	BFFFBE AAAC D CAAA E BAAEC ABBFF CEEAE BC	CEEAEC BC 72 71 30 29 26 46 40 22
11111	M	173	AEBAF FAD D CAAA E BAAEC ABBFF CEEAE BC	CEEAEC BC 72 71 30 29 26 46 40 22
11112	M	176	DAFDP FBPF F CAAFF DAFCF FFCFF CFFFFC	FC 63 60 30 30 81 54 62 39 11
11110	M	174	AAABB CBCBC DFACB CDDDB DBEFF EEBEF AACCD	AACCD 28 71 62 44 89 44 42 19
11113	M	169	ECPFF EBB E BEBFB BFEDB DBEDC BCCBD BB	BB 28 71 62 44 89 44 42 19
11112	M	176	BFFBE AAAAD EBBDD DCDAc FBABB AFDDF DACPC	DACPC 28 76 84 83 99 83 51 39
11117	F	174	BDDAD ABC F CAAFD FBEAA DDDDE DDDED AC	AC 28 76 84 83 99 83 51 39
11111	F	174	CDGBB AFBCB ABDBB BCBD B AFCFA FFEBP FCBE	FCBE 42 36 35 48 10 36 33 24
11112	M	169	FFFEP FBH F BDFFE EFDCE FDAPP EFFFF CC	CC 89 94 95 90 86 97 54 42
11112	M	176	CCGAC ABBAB AEDCA BCBD FFABE BFPBD ECCFB	ECCFB 89 94 95 90 86 97 54 42
11110	M	182	ABBA ABF F BDAAE FFDBA EEAEP AFPEE EC	AFPEE EC 35 36 35 67 29 54 33 33
11110	M	182	BFFBE AAACD EBBCC CCBDD FDDDB DFFEF FBDBFA	FBDBFA 96 95 90 94 94 99 54 47
11110	M	182	ABBA ABB F BEAEC FAEDA FAEDF BFFAD AC	BFFAD AC 96 95 90 94 94 99 54 47
11110	M	182	AAAAA DGDAC DFAAD CAAA FFBBB EEFBP FCCFB	FCCFB CFFFFC CFFFFC
11110	M	182	BFBCCF CBA F CFCBF BFFCB	BFFCB



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES
11099	F	174	AAABC DFBAC DPAAA CBAEB FEBED FEEFF BCAF B AEEAF BAJ D BAAEB AAeba AAAFE AEDAF AC
11105	F	175	DDGBB ABBA BDDDD BCBCA AFCBA FADBE FCCEB 88 71 48 67 69 58 43 25
11124	M	184	FFFDF FBPF F BBDCF EEFCB FDBFF FFFDF AC
11125	M	180	CCGBA AGBCB AADAA BBADB AADAD DFCEF FDFDB 72 54 60 88 71 62 38 32
11100	F	169	FFACF CBE D BAAEC AABAC ECBBF BDDBD AC
11097	F	182	DGBAC DFBAB AADAA BBADB AADAD DFCEF EDFDB 88 78 83 41 80 0 0 0
11111	F	173	FBADB BAH P BEBFC DBBCF FBAFF CFFDA PC
11095	F	157	AAACC DGFBC DFAAA ABAEA FFDFB FFFFP CCCFB 88 93 73 89 84 96 57 40
11094	F	179	FFFDF FBB P BDFFD FFFBF FECFE FFFEP PC
11096	F	179	AAABC DCFBC CFAAB EEADB EFBBB AFFFF FCDFA 80 95 90 86 71 90 49 38
11098	F	175	BBDGP BAF F BDCBB DAFAD DDBFF FFFEP EC
11113	M	181	EBGBB CGBAC DFACB DCBDB EFBBB BFFAF EAFC 76 75 53 51 37 56 45 22
11122	M	179	CEBFE AAE P BBAAB ABEAB DABEF FFFFF EC
11112	M	178	BFFBE AAACD EEBAB EEADE EFEBA AFFFF FCDFB 88 92 93 97 92 88 46 40
11104	M	173	ACECF BAG F BBBAC BBFCB DDBFF FFFBP DC
11061	F	179	EEGAC DFEBC DFABD DCAEA EFDEA BFDDB ABCEB 43 67 35 77 49 70 43 31
11120	M	199	BFEDF EAIE BBAEA EEFCE FCCAF DFFFF DC
11121	M	179	BFFCE AAAAB EBBBD BCADB EBEEE EAEDF EDEFF
11123	M	181	PADDI ABD P EDAFE FEDFD AEDBE FFFBE FF
11124	M	173	BFGBE AAACD EABCD CEBAD DAAA ADBED CDADC 35 23 11 35 45 17 25 21
11125	M	179	DDDBD DBD A ADIAA DDADF EADFE DCBAF DA
11126	M	179	BFFBE AAAAB DEBED CEDBE CFFFF FFDBA DEFED
11127	M	178	CADCF DBC P FFFFF FFFFC DCBAE CBCFF CF
11128	M	179	BFFC EAAAA DEEBC BCCBC BAABB AAAAA AAAAA 26 47 8 62 31 22 21 22
11129	M	178	BAABA BBE A ABBBB AAAAA BAABA ABAAA AA
11130	M	178	EBHBB BGFA CFCDD CCBCD DAAA ADAEF EBADC 96 92 81 80 95 55 37
11131	M	179	DDDAI DBC A ADADA DADA AADBE AAAAF AB
11132	F	179	AAGCC CGEAC DFADB ABAEB AADBB CDEBF FCBF B 91 82 84 75 56 75 43 34
11133	M	179	CDBEF BAB A CDCEB BCFCB DFBBF FFFBF EC



## DEPARTMENTAL RESULTS

## RESPONSES



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
11084	F	177	BFFBE AAABD BABC B CBAEB DEADA DFEAF EBBEB	80 58 0 86 0 85 49 34
			EPEAF BAE F BDDEB EDDDD TAAFA BFAAA DA	
11064	M	190	BFFAE AAAAD EEEBBB ABAEA FBFAD EDFAF ACCEF	97 80 64 48 87 30 47 33
			DFDPF FAE F CBCCC CFFCF FCBBF PCDBC FF	
11065	M	185	BFFBE AAACD EABED CEDCD BCBCB CDCAC ECACA	35 19 11 20 39 24 29 21
			DPEFB AAF C CDCBD BFECE CEDCB DBEFD BD	
11071	M	178	CC BB AGEBB ADDCD CCAEB FFBBB BFFAD DCAPC	88 47 67 72 73 62 37 33
			DAABF CAB F CACFC BADCA FCCED CDDDF DC	
11086	M	173	AAA BA CEFAC DFADB ACCDB EDABB DDDDF ACBEB	99 96 99 65 98 95 58 34
			BDABD EAG E BABEB AADBA ABBFE ADDDD DB	
11063	M	183	CCCB ABECC AACDD CBDCC FFDEB DF EF FCCDC	58 45 43 94 84 56 28 39
			DCCBF EAD D BALDE DAEBA AEDEF EDDAD DE	
11003	M	000	BCFBF AFDBA BDABA CCAEA BAFCB DAPCF CBACA	19 36 43 32 56 48 40 33
			DBDBA FAD C CAABA DCBAE DEBCB CACAF DE	
11C12	M	140	BFEBE AAACD EABBD DCAEB ACBAA DACBC FCBC	26 33 10 54 31 32 30 25
			BDFCB BAC C DABCE ACBEC BACEE ADDBA CB	
11015	M	000	CCCB AGBCB AADCD BCCBD ACECB CBCAB DEEFF	NO DEPARTMENTAL RECORD
			FEFDA BAF F DFEFB FFIAFF DFEED AACEE EE	
11017	F	173	CGBA ABFBB AADCA CDDEB BDDDB AEEAA BCCCC	54 71 67 57 37 44 39 22
			EBBEB BAH B BAAFA ADAEE EADEF ADAAE AB	
11C18	F	000	CGABB AFECB AAECB ECAEC DPADC AFDDF FEFD	42 56 60 81 49 64 36 35
			DFBAE CAI D BACFD ADCCD AAECE FPCBD FC	
11024	M	000	BFGBE AAACD EABDD AEADB CDEFD DFAFF FAA B	35 23 50 14 47 48 36 25
			FADCD AAE D CCDD D BCCA EEEAA EABDC BE	
11055	F	176	BFFBE AAACD EEBCD CCBAC DBCDB AEECF BABCE	26 36 11 4 8 20 30 16
			DCADF FAF A DBACC BBCF ADBED BACEA DF	
11080	M	169	BFPBE AAACD EBBAC CBAEB EEBBF EEEBF FFCC	50 73 64 79 90 62 36 34
			AABEA BAA A EECDA DEBDC DACEE CDDDE DC	
11056	M	181	CBDB BACCC BABDE DCEAB CAAPA AAAA FBCCA	43 52 68 93 69 56 33 34
			CDCAD FAG D DAAAE CAACC AABBF EFAAA FA	
11036	F	189	DBHBC ABBB AEDBB DBAEB FACCA ADEEA ABCFP	84 65 58 6 31 34 40 16
			DFBAF FAG B CBBDB DDCC ECBAD DDEAF BC	
11037	F	183	BFFBE AAACD EDBCA BBACD EFBFF EABEB DBCAC	54 52 53 48 39 36 28 29
			FFABF CAH D BBBEC EDBEB CBABD BDDBF AB	



## RESPONSES TO I.D. SEX AGR

## DEPARTMENTAL RESULTS

111114	F	182	CDBCB	AB	B	BDDCA	DBCCB	FF	DD	BDDFB	FF	DD	BDDFB	26	23	58	12	10	9	20	19	
111115	F	183	AAABC	DEFBC	D	FBEB	ACFFE	DAFCF	FFF	FCFFC	FFF	FCFFC	FC	67	95	83	88	71	73	43	33	
111116	F	182	BFEBE	AAABD	E	FBJF	BDEFF	EFFDC	E	EDAFF	EFD	D	CC	67	95	83	88	71	73	43	33	
111117	F	182	DBCCB	CBH	E	ABFAA	CBH	E	BBBD	BCBDB	FEBBA	CEDCE	CBEEC	42	36	35	48	10	36	33	24	
111118	M	178	BFFBE	AAACD	E	EBCD	AECBA	AAEEA	CDEBE	BABBF	CB	AAEAE	AAAAA	50	23	69	38	87	48	34	29	
111008	F	188	DECBB	ADCCB	A	AAIFB	AAIAA	AAIAA	ABCB	ABADD	DADBC	63	65	40	65	54	73	46	30			
11078	F	182	CCCCB	ABDBB	A	AAIA	AAIA	AAIA	ABCB	ABADD	DADBC	63	65	40	65	54	73	46	30			
11075	F	178	CCCEB	AAGFB	B	AAADE	DCCD	CAABD	CFBAE	EAEFF	58	64	25	6	16	27	38	14				
11005	M	186	CCDBA	ABBCB	A	ADDD	DBFCC	DB	CEBDB	ABCBE	EB	DEDDA	DECD	5	29	2	26	5	20	31	17	
11033	M	168	BEEBE	AAACD	E	CBBCA	CCCCC	AAABD	BCBDA	BDCBD	CC	DEEAF	DEAFB	7	2	25	0	5	8	25	13	
11082	F	175	AAABC	CGFAF	D	EAAD	BCAAE	FFEDD	FFFFF	FFBF	FFBF	63	63	53	17	44	60	46	23			
111700	F	190	FFAAA	BAC	F	AACFB	FAAFA	EECCF	FFACF	FFACF	DD	BFBBE	AAACD	EBBDD	BDBBD	BDBEA	CBCAF	BDFFB	NO	DEPARTMENTAL	RECORD	
10178	M	176	CAFDC	EH	F	FFFFFF	FFFFFF	FCDFP	FCDFP	FCDFP	FA	94	95	97	94	99	96	53	41			
10198	M	178	AABB	CBD	B	DFABB	C	ADB	D	DEEAF	E	E	94	95	97	94	99	96	53	41		
10195	M	180	BABF	D	EC	D	C	EFB	DE	E	D	CFD	35	38	6	28	51	32	34	21		
10180	F	080	BD	F	BI	C	CBBEA	ADDBB	DABDD	CEEDF	DB	DEEAD	EBEDA	23	25	40	90	63	85	44	37	
10193	F	173	BFFCE	AAAAD	E	DBBEC	DBBEC	DDAA	EEAAD	DADDA	DA	DEEAD	DADDA	84	80	73	51	54	73	51	25	
10182	F	175	DECCB	ABC	C	ACDFC	BBECD	ABCDC	ABCDB	DBCEB	EDABA	DEDFF	FCEDF	28	36	40	59	39	25	26	25	



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
12075	F	179	DCCBB ABDCCB AADCD BEAED FFFEA BPPFP FBCFC 96 97 88 86 80 96 53 41 FEEFF FAF E ABEEA FBADB EEDFF BFFEE FB	
12076	F	176	DCCBA ABBCBB AEDED CEAEC FFFEA EPPCFB 72 65 64 29 61 36 37 20 BCEFF FAG P BBBEE DADCE BCCFF BFFEF FC	
12054	F	176	DCCAC AEBAB ACCCA CCBEB DDCDA ADDDC CAEDC 35 25 25 38 16 19 25 22 BDCDF FAE P CDFEC BBBPE AABDF CFFFF DB	
12072	F	177	DCEAA AGDCB AADEB CDAAB FEEEB AFFAF ABAFC 91 56 67 54 59 68 53 20 FDACE FAC E DABFC AECCB EBDCE CAABB BC	
12088	M	184	CCGBB ABDCB ACDDD ADBDD EEFFB EFECF DCBEC 84 40 48 79 56 50 37 27 FBABF FAI E CDDDD FDAEE EAABF ADDCD AB	
12035	M	186	CCGBA ABDCB ACDBB EDBDD DBFFF BFFCF EBUDD 50 4 38 32 44 34 30 26 EBDDB DAF E ECEFD EDCBF FDCEB DCEBD BB	
12071	F	176	CCGBC ABBBB AADAC CDAEB FFACA AFEFF FDAFC 84 69 76 54 47 90 48 39 DEDDA CAB P BAAPP FAFCA EAAAE FFDFE DC	
12084	M	189	CCBAA ABFCB AADCD CDAED EFFFF FCEDF 42 31 48 41 54 32 33 22 FFFFF FAE P CAFFP FAPCC FFFFF CC	
12044	M	189	CDHBA ABGCB ACCCD CCCBE ACFFC FFCCP DCFCC 72 29 48 57 31 50 41 23 FFFCP AAE P FFEPC FFFFF FDFFC BCCCC BB	
12041	M	184	CDGBA ABDBB AACEB CCAED ACFFC FFCCP DCFCC 88 65 83 65 68 62 47 23 FFFBF AAB P FDEFA FFFFF FAFFC DBCCA AD	
12050	M	170	CGGBC AGFCB ADDAD ACADD ADDFE EFDEF CADDB NO DEPARTMENTAL RECORD FEPBE EAA P EEDFC EEDCB EBBCE FEEDB CA	
12048	M	176	CGBBC AGEBA BBEAB CCAEA DBFCE EEEFC 10 23 20 20 21 6 24 12 FFFFF FAI P CFCFF FEFEF ECFFE EFFFF FC	
12045	M	178	CDBBA ABDEB AACDD DDAEC FEFFA FFDDF CCEFC 91 73 60 65 56 82 49 32 FBABB CAF E CBBFA BCCCC DBBCE BAAFB BB	
12046	F	172	DGGBC ABBBB ACDEB CCAEA DCCBC DCCCB 42 29 20 26 10 22 30 19 CBABC BAG D CACCC BBDBC ABCBA CADEC AD	
12104	F	179	EABBB BBFBC A ACB CCADD EFCDD DDDDE FBARR 28 19 8 26 29 22 26 23 DFFFP FBEP F FPBFE FDCFD ECCFE EFFCC BC	
12106	F	177	EGGCB B EAB AFDBB CDCDC FFBBE EFFFF BCFFPA 42 40 33 48 49 38 36 22 CBBAF EBG P CBCFF EBFDL EEDFF FFFFF AC	
12116	F	179	AAABC CBEBB DFABD CCADB AEEDF DCCDB 96 78 69 70 84 60 47 22 FBBDF FBG P CAAFE EBDD ADABP EDEEE DC	



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

12121	F	184	AAACC BBBAC DEABA CCBCC BBFCC ACCFA ACCCF DCDAA ABB D CBCDD BCDED DBCCB DDDDE CCC EGGBC DBFAB AAACC DBAEB FFFBF CCCFA FEBFF BAF F BBFFF PEFFF BEEEF BFEFB FB CBHBA ABDCB AP CBD CDBDC BFBD FA BEDEF FAB D BACEE ADPCC BAAFE FAABA FC	23 15 10 26 8 32 34 23
12005	F	172	CCBBD BAC D BDDBB AACBA ADDEA BADDE EC CCEBA ACBCB AADCA ADAED DCEFB FFEBF ACFFF BEBBB DAH F BABFB BBBFB BRBPF CEBCC CC CBGBA ABBCB BCCBA DBADA ECCBD EEEFD CBAFD CBAED CAH C DEDEB ACCDF BFDGF CEEDF CB CBCBB ABECB AFCD A BCADB DAABB BEBEF FBBFD CCBFF FAI C CECEB BAEEB EBEEE EFFCF BC CCHBC AFBCB AEDBB BCADD FEDED DFPCF CACFA FAADF DAC F CFFFF FFFFFE FFFFFE DC CBDDB ABDCB AACAB ABAEB EFFFF FFFFCC FCFCF CAG F FFFFFC FFFFFF CFFFF CCCCC CF CCEBB ADFCB AADEB AEEAE CFFFA PFFFFF CCCFC CFFFF FAH F FCFC CFCCC FPCFC CCCCC CP DDGBB ACEBB ABDDC CEBCD DEFDD DEEEF PDCFC DDEDF PAJE CACEA DEDCF FEDFF FFFFF EB 12037 M 179 AAABC CEFBC DFAAA CCACA DBBBD EEEAF BCCEA DDBAF BAB E BABDB BBBCD BDBDD AEEAF EC 12049 M 186 AAAAB CBCAC DFABA BBAEB APCAF AFADF FFCFC FAAFF BAC F ADCFB FDCCF DAADA DDDDF FC 12091 M 175 AAABC DBFAC DFAAA CCAEA DFBAE EFFFF EC FEAEE DAD F DFFF B EFCBE FCFBF BFFFF EC 12092 F 183 AAAAB DBFB CDFABA CAAEA FFBA DAEDF DBBFE 12093 F 179 AAABC DBFAC DFAAA CCAEA DFBAE AFAEF AFFDF EC 12095 F 174 AAABC DBBBC DFAAC CCADB FFCCD DFECE ECCEB BDBCF FAF E BABBF ABDC DACEF EDDDE FC 12096 F 175 AAABC CGEBC DEABD BCADC DFBAA DFFEF DCBFE DFDEF BAG F BBBFE ECBDF EFAFB FC	50 23 11 8 29 9 30 9 76 19 27 26 26 25 28 23 84 63 90 51 80 93 51 39 7 1 4 4 16 4 13 19 35 3 25 1 16 15 28 16 76 93 74 35 63 36 47 37 26 29 53 38 54 27 26 26 80 56 35 70 44 87 49 36 54 23 55 44 39 44 35 26 76 83 67 48 31 79 51 28 91 97 89 77 80 77 47 31 99 97 89 89 84 90 52 42 96 93 64 59 65 93 93 37



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES
12097	F	176	AAABC BFFAC CBADB AEAAD BCAED 84 15 15 26 29 19 33 14 DBEED FAH D AADBD DCBDF ADDAD ADADD DB
12098	M	174	AAACC CEDAC DFABB DAAEB BPCDD CFDCF FCCFC 72 71 34 79 92 66 45 27 CBCCF FAI D CBCCC BBECB CDDCF BC
12099	F	172	AAABC DFBAE DCAEB FDBDA EEDDF EB BBBB 91 89 91 83 84 95 55 37 DDEEF BAJ D BABAA AABDA DDDDF CA
12100	M	179	EGDBA BDBCC ACABD ABAAA DECDC EFEDF DEEEB 26 36 6 35 44 40 35 24 DEFED FBA F CEDFC DCEDF EDCAB DC DCC DE
12101	F	176	AAABA CBEAC DFABD CBADD FFBAE AFEDF EA EFC 91 85 73 65 56 85 49 34 ABAFAF CBB D AACFB FBFCB BBDF DEFAD FC
12102	F	177	AAABC BBEAC DFACB ABAED DDBED FCABP ABEDE 46 58 64 81 37 75 40 37 ABABD CBC F BABAE EBPCA DEBPF BEPEF FC
12103	F	173	AAABC BGFBG DDADD BDADD EFBBE BEBCE FCCFE 26 36 48 51 44 44 38 23 CBBCC CBD BBCBB ACDBC CDCDB CFFAF FC
12105	P	179	AAABB DGEBC DFAAE CBAEB DFCBB DCCFB 98 98 78 75 56 97 53 43 CEAFF BBF F CBCDE BEFFB BEFFF FC
12107	F	174	AGABB CGEBC DFADA CEBCC ACAFF FFACF FFFFFE 23 3 19 32 26 22 31 18 FCFFF FBH P AFFFF FFCCA FFFFFF FFFFF PC
12108	F	174	AAACA BGFBG DFEAD CDADC DERE A DFBFP ADBFE 58 43 30 32 31 62 41 29 FADFF DBI P BDBFB P BCAD FFPAF BEFFF AC
12109	P	181	AAABC DBBBC DFACB CCCCCD FEBBB BFDD EDCFB 38 15 35 51 29 25 29 22 DDBBF FBJ P AFEPD DDD C EEDEF EFFFF AC
12110	M	172	AAABC DBBAC DEACA DCADA FFCFC FCBEC 58 71 62 41 49 77 47 31 BCBBC CBA F CBCAC ABCCC BCBFC FFFFF FC
12111	M	172	AAABC DFFAC DFAAF CAAEA FFCCF FFFFF FCBF 94 96 99 83 96 99 60 42 CACCF CBB P CBCCF CBACC CFCFF FFAB FC
12112	M	183	EA BA BBBCC DFDEB ADBBE EFDFF EDEAF CDCAC 67 85 76 57 51 92 56 33 DFEDF BBC D ADDDC ABAAA ACBFF BDDAF AC
12113	M	162	AAABB CGBBC DFABE ABAEC FFBBF EFFFF ECCFC 26 58 71 67 63 68 41 32 FEFFF FBD F CDAEC EFFCF FBADF FFFF AC
12114	M	183	AAACC CGECC DFADA AAACD DBDFD FEAFF FC DAC 19 36 48 44 20 54 34 32 FFBCB BBED BABFB ADCFB DCBFF BEBCF DC
12115	F	180	AAABC DGBCC AFAAA BBAED DFDFF FCCFD 94 40 43 41 44 68 41 32 FAECD ABF F AADFC DAPAF FAAAA FFFFF FC



I.D. SEX AGE

## DEPARTMENTAL RESULTS

			RESPONSES
12117	F	181	AAAABC DBEBC AFABE CCBCCB FPCAA AFFFP FAEAF 72 40 64 81 63 75 42 35 EEFEF FBHF FFBFFF FEBBB EEBPF FEABP FB
12118	F	175	AAAABA BBBAC DFACA ACCBB AFAEF EFFFF FECFC 94 88 88 48 31 60 44 25 FEAFF FBIF FFFFF FFBBF FAAPP FFFFF FC
12119	F	179	AAAABA CCEAC DPACB CCCCCC AFAEF EFFFF FEFFC NO DEPARTMENTAL RECORD EEEFF FBJF FFFFF FFBPF FDFPF FFFFF FC
12120	F	000	AAAABB BBBBC ADAAEA DDAAB ABPAF DFFEF ECAFC 17 23 25 26 32 24 27 23 BEFBF ABAD ADFED EDBAB ACCFD DADAF FC
12122	M	167	AAAABC BECAC DFAAB CCACA ADCCD FAACF CCADD 84 65 31 72 89 72 45 30 CDCCP CBC C CDCB CADFC BCCFE FDACC EC
12123	M	172	AAAABC CBBBC AFABC ACADD EPBBB DEDBF ECDED 98 99 99 88 99 97 57 39 DFBFF FBD E BDCDE BDCCD CCBFE EEEAC CF
12124	M	167	AAAABC CFBAC AFAAA CAEAB FDBCA EAFAF FCCPF 88 89 99 88 99 98 58 40 BECFF BBEA AAAAB ABECA ADAFF FFFPF FC
12009	M	182	DBBBB AFDCB ABDCE DEBEB ADDEE DBBEF APCEE 5 3 4 1 1 1 12 11 BCBEB DAJF F EFBD B ABDD D ACDE BFFFF EC
12010	F	173	CBGBA ABEAB BCCDA BEADS DFEBA CBDEB CAEFD 1 1 1 8 6 1 8 11 CBCAF DAA A DEAFB CEBDC DECCB ACBBE AC
12021	F	177	CCGBA AGFCB AADAA BAAA DEDAA DFFDF ECBEF 84 54 25 38 31 46 39 23 ADAFF DAB D AAADF PADBD DAAEF FEEAA FC
12014	M	178	CCEBA ABPAB AADEA CDDCD AEFBA ABFAF FACAC 88 60 53 26 58 56 38 29 FCEAC BAE C CBAFD AAFCC AABFF EAFAE FC
12016	F	173	CGGBB ABFCC ABACD CECDC DFFDD AIEEE DDFDE 26 19 30 48 12 19 22 25 DDAAF EAG E AABDA EAAAD DDADE EFFED AC
12018	M	173	DG CA ABFCB ACCDB BDABD DFDED DFFDE BCSED 38 15 25 41 42 40 32 27 AADDE DAT D ADADA AAAED DAADA DDDDE DA
12012	M	179	CBDBA ABECB AACCC CCADC BFFED DADCE DBDBB 17 19 15 41 19 40 24 35 EDFDE DAC F DEDDC EDCDB BCADD ABACA BF
12011	F	179	BFFBE AAACD ECBDD BDDCC DDEAD DFFAF BCCFB 80 75 60 35 44 48 42 21 AFBDD EAB E DDAED EAFCB D3AFE DEDDE DE
12008	M	183	CCGBA ABBCB AADD D BDCCD EEDB FEEBF ACCEC 97 96 87 70 94 86 59 27 EEECE FAID BCDD D DAAED DDDFE EEEEF DB
12020	F	188	CBEBA ABFCA BACDD ABCBD AF DB AFDEF FDCFB 63 23 30 26 37 27 35 17 FCDCF AAA P BFAPF FFCAE FAFFD FFCCF PC



H.-D. SEX AGE

DEPARTMENTAL RESULTS



## DEPARTMENTAL RESULTS

## I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES
12039	M	179	CC CB A AB ADDEA BCAEB FFAAA EFFAA ABFAF 11 3 27 14 5 22 25 24
12036	M	173	FAFAB BAJ F CFAFC BFCAF FAFBA GCCCCP CP
12031	M	181	CDCAB ABEBB AEDED AEEAB FFCCB DDPFCF DCCPA
12066	F	172	CPCCF CAG F CACEF BBFCB AFFFF FC
12064	F	182	BFFCE AAAAD EDBBD BCADA FPCEA FFFDF FAFFD 23 29 58 35 68 50 27 37
12065	F	182	DDADF CAB D PDBPF DEBBD FCCFA FDEPF EC
12061	F	181	DGHB AAEPCB APECB BAG E EEEFF FEEBF PECEF DC
12033	F	175	CGGBC ABECB ABDBD BCACC FPCBB AFFBF DCCDB
12070	F	177	CBBAP FAE F CDDEA CAFCE EDAFD AFFFC DF
12069	F	182	DGCBB ABPCB ACCDB CDADB PDEED DDDDF BBCFD
12074	F	175	PDDEF FAF F BDD C FDPCF FAAFB CEEEE PC
12032	M	174	CGGCC AFECB ACDBD CCBEA EFBAB FFBAF ACCFD
12073	F	173	BCBDF EAB F CDBEC BBEBC DBCPE EFFF FC
12034	F	175	CCGBB ABBBB AEDBB AEDEB CDADE FFCBC BCBEB
12086	M	189	CCEEF EAD B BDDEC DBFAD ADBDA CBDDF FC
12068	F	172	CCDCC ABBBB AAADC CBDED CBDED AFFFF DACBD
12077	F	182	CDFDD FAA F FFPC CCFPF FFDCA BFFFF EE
12075	F	175	CCGBA ABBBB ABDBD CCBCB FFFAB EFDFF EBCFB
12044	F	175	DFAAF FAJ F BAADD EDCFB DCBCF EFDFA DC
12030	M	173	CCGBA ABBGA AAADC CDCBE ADFEB DFDDE FCBAC
12062	F	174	AEDBF DAE E BDAE BCDBD CFBCA EDEBF BC
12071	F	173	CCGBA AGPBB AADC D BDDCC BBFFD ABBBBB FBCFD
12063	F	173	EEEEE PAC A CBCFF FBFFF FBBC FFFFFB BA
12034	F	175	CCGBA ADEAB AADD D BDBEC FFACE FDCCF FBFF
12085	M	182	CFFFF FAD E FBDFD ADFFF FF FF AFECF CC
12077	F	175	DGGBB ABDCB ABDCD ACBDD AFBBP EFBFB FBBFB
12068	F	172	EBAAF DAE F BBFFB EAFFB FBAFF BEEEF EC
12053	F	182	BF BE AAA C DDBBA BCADB DDCAA BEAED BCCDC
12086	M	189	BDFDD BAI B AADD EACED BBDAD BDDDF AB
12073	F	173	CCGCC AB AB AEDBC CBAEB AACAC BAACA ACAAC
12068	F	172	DCCDA CAG A BACDF FDACA DEAFF FPPBF DC
12053	F	182	CC CAB ABBAB ADDBB BDAEC BCAAB DDAFD FFIAFF
			PFIAFF FAD F BEEFF AAFCFA ACEFF BFBFB PC



DEPARTMENTAL RESULTS

SASQUATCH



## DEPARTMENTAL RESULTS



## DEPARTMENTAL RESULTS

## I.D. SEX AGE      RESPONSES

13010	F	180	CGDBA ABFBB ACCBB BDBDD EEEFD FDEEF DBBDA DEBFF EAA A BDEDA EDAAA DAEFF DEEFP FC	96 97 95 86 88 92 54 35
13001	M	178	CGBBA ABDAB ADCBB CCACB FFDBA FFDBB FACFE CEBEF FAB ABBDE AAADB AEEFP FFFEA FC	88 95 81 65 54 72 40 35
13028	F	179	CCDBA A BAC DDAID BBADC AFFFD FFAEF ACCFC FBABF CAIE BAAFB FEECF FFFFF ACFEB BC	96 73 50 57 26 64 41 30
13023	M	178	CGHCA AGECB AEDDB DBCBC AFEDD BFDFD EDFDF EDDBF BAD E CDFFB FDDBD FECDF FCCCF FC	67 67 69 59 37 56 38 29
13004	M	181	DGGBC AFBAB AECBD DBBDB FFBBF BDEAE BCCFC CCDDC EAE B CBBEF EBBFB ACEFP BBEDF EC	67 75 46 54 65 66 41 31
13017	F	183	CGGCE AGFAD EEBCA CCADA FFCCF FCCFE EFFFF CAHF FFFFF EEFCP FECAP FFFFF FB	28 40 48 44 10 30 32 22
13005	M	176	CCCCA A BB ADEAC BEAEC FFFFF FFFFF FAFA BBBDF AAF F BFCFF FFFFF FFFFF FC	46 60 25 59 59 48 36 27
13006	F	175	B FGBC AACCD ECBCB BBBDB EEEBB AFADF EBCCD BBCEF AAG E CABDE BAFCF FBDPE FDDAB AC	98 63 84 81 39 56 34 33
13029	M	172	DGBBA ABFBAB AECEB BCAEB FFABA FFAEF ACCFC BDBBD BAJD AAADA DEDBB FAAFA ADDAF BB	96 78 98 83 81 94 50 41
13026	M	179	CCGBA ABEBB AADD B CCAED DFAAF CECFE AEEEF PAG F AEEFD EFFCB EPEFF FFFED AC	72 52 60 83 71 56 36 32
13016	M	184	CCGCB ABECB AEDCB DDCCB EFDAD EPLDF EDEDD DEDAD AAGD ADADA AEDDA ADAED ADDDE DA	91 93 95 97 84 80 47 33
13024	M	181	CGDCA ABCCB AEDDB ADACB CDEFF ECDAC DFFEF BAE CFEE EEEFA DEADF AAAAF FD	94 93 98 99 97 97 54 42
13022	M	178	CC BC AFDBB A EBD BDAED FFCDE CDABF DBDEF EPDDF DAC A DDDEF IADFA DAECD BDECFC DC	35 52 69 51 84 25 25 24
13027	F	179	DCEBB ACBBB ACDCB ACDCA DCBEB DFDAA CFBDC BABBF BAH D BCBD E FAFBC DFECE FFDDB AC	NO DEPARTMENTAL RECORD
13014	M	178	DGDBA ABFBAB ABDCD DCBEB EDEBD DFAAF ABBEA BEBBD AAE E ADBDB DBDEA BAAFF EDAFE BB	91 88 94 86 69 93 55 35
13021	F	176	CC BB ABBAB AEDCA BBAEA EDBAB EDFBP BCBFC CEBFF FAB D CECAB FAFFA ABBFF EDEDF EC	72 85 81 67 65 68 40 33
13011	M	150	BCFCA ACBCB ACACD BECDC AFFFP CFAFE PCFEA ECCCC CAB F FFFFF FFFFF FFFFF FP	63 47 58 59 49 68 37 36



## DEPARTMENTAL RESULTS

## RESPONSES

I.D. SEX AGE

13012	M	173	DGDBA AGFCB AACBD CECDE AAFAA FDBEF BAFFBA FCFAF AAC F FEFFD EFAEF FBFCB EADBC BA DBBBA ABFBB ACCED CDFCD EFFFFE CDDDF EACBC	67 91 93 96 92 91 47 41 84 56 71 86 81 83 44 38
13020	M	175	FCFAF EAA B AAAFE ADDAF FDDEF EDDDF EC DGHBB ABEBB AACCD CBEBE DFFCA DFFDF FAAFE ADCEF CAD F ADCDF ACFAC CFDFC AECCD FA	99 98 98 96 99 99 58 45
13003	M	173	DGDBB ABFBB ACCCD BCCED FFACA CDEEF PBCFC CBCCF AAJ B CACAA DAFCC AFAFF FDAFF EC AAABA CBEAC DFACD DEEDE FFEDA FFFCF CCCFC	91 0 97 0 92 0 0 0 58 63 46 41 51 70 42 32
13009	M	181	BFDFF BAC B BACFC BCBFB ADBFA DBCBD CC AAABC CBFAC DFBAC ABAEB ADDBB DAFBF FBCPF AEDFF AAE F BABAD DBEBA DDREF FFFFF AC	72 93 85 86 65 93 51 39 67 73 69 81 80 68 40 33
13042	M	181	AAABC CEEBC AFADD CCAEC FFCCB CDFFE ACCCC CBFFF CAB F CCCCE FAFC C BCCBF CFF E BC	46 65 46 67 37 50 40 24
13054	F	179	CBFFF AAAAD EEECE CAAEA DECBF FFFFF CPCFP CECAF AAC A DFCAD ADFCA ACBCF BFFFF CC	NO DEPARTMENTAL RECOFD
13041	M	175	ADADB DAT A AAAAD AAeca TAAAD EDDDD ADADC CBGBA BBBBC ACCEA CEBCE EFFDD DDDDF ADADC	63 47 20 57 47 64 39 32
13008	M	191	182 BFFCE AAABD EEBBD CBADB BFCDC DEAAC DBDCP EFFDB BAJ C ADBCD EDCBA CDABC BDEEC CB	80 69 50 12 39 36 43 14
13019	M	182	CGGCB AEBBB ADDCB DDAEB DABCD BECB ECPFD BFcdb DAA C BDACE BBDAD ACBCE DACAF CA	84 56 71 86 61 83 44 38
13030	M	177	CCDBA AABCA EECCE DCAAC BED C FCACE ADBDC ECCFB AA E FFABD AFFCD ACBFD BDABE BD	72 76 91 44 89 79 54 25
13020	M	176	DBGCB AFBCB ACCCA CCACC EEAEE DDDDF FFCEB AEDFF AAH D BDADB DDFBA DBDDF CAAAD AC	88 89 88 96 99 99 56 43
13067	M	180	AAABC BBAC DDEAC ABBBD BFFBA ADFBC DDCFP DDDEF FAH ECADD DDD F DDAFF BEFDF DB	50 63 43 44 29 64 38 33
13037	M	181	AAABC CFDAC DACCE DAAFA FAF C FCFCF DFCFC DDCFD FAH C CCC EFC CCCF C FF CC	96 99 99 41 92 92 56 31
13015	M	173	DGDBA AGDBB ABCDD BECBC DDADD FFDEF FCCDC FADDF CAF F DRFFF FFFFF FA	88 89 88 96 99 99 56 43
13018	F	176	CGBBA ABFCB ABDED CCBBD EFAAA BDDAF EACEC BEAEF FAI E BFFFF FFEFC FBDEF EFFFF FB	97 83 78 86 16 58 41 27



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

14024	M	174	CGBAA AGBAB ABCDAB BDDDD ADCCCC FFFFF FFFFAC	23 13 8 38 51 46 21 35
14002	M	180	CBGBA A DBB AADAD CEADE BCFFF FFFFAC	23 7 53 67 19 42 27 33
14001	M	179	FFFFF CAC F FFFPD FFFF F CCCCC ACCCC CF	36 23 53 17 10 38 29 29
14003	M	175	BFFBE AAABD EABDB CAABC BBPPP FFFFFF DA	54 43 38 48 29 42 39 21
14004	F	172	FFDCP FAB D BCAAF FFFDB CFECH ABFCC DA	91 47 62 59 39 83 49 33
14005	F	176	BFFAE AAAAD EABDB ECCD E FFED FFFFF FC	76 47 27 72 26 64 39 32
14008	M	173	CCCF F CAD F FFFF FFFF CCFFF EFCAC FCBYC CC	63 76 74 17 44 73 51 25
14007	M	161	ABED BAF F BECED EAEDA DACPF BDFDF FC	67 78 81 65 84 82 47 34
14009	F	161	DEGSA ABECB AACED BDACD FFDAE AEFYF FC	80 83 87 85 63 95 52 40
14010	M	176	FCAFF FAIL P AABED ABFDA DDDDD FEATF FC	84 69 81 93 89 88 47 39
14011	M	180	BFYBE AAACD EABBD BCAEB EEEFF FDEEF BCFDB DA	23 25 27 51 31 38 39 19
14012	F	173	BEEFC CAHE BFDEB DEBBB EBLFA ELABE DA	80 89 48 67 54 79 45 34
14013	M	100	CGGBA AGFCB ABCDA CDCBC EFEBS FBFFF EC	28 23 33 8 26 25 30 21
14014	M	173	CBHAC ABFB AEDAA CBAEA FEBBB BADBD FCCFA FC	28 80 58 48 42 75 43 34
14016	F	190	BBACE BAA A CAAA AAPDA CFCFP FDAAE FC	28 80 58 48 42 75 43 34
14017	M	175	ECACF BAB F CAAEA ABFCC AEEBF CFFAC EC	28 80 58 48 42 75 43 34
14019	M	183	AAAAAB CGFBC DFADD BDABC DFEAB DFBPF FBFFF BC	28 80 58 48 42 75 43 34



## DEPARTMENTAL RESULTS

## RESPONSES

I.D. SEX AGE

14018	F	184	DBGAB ABDAB AECEB BCBCD FFBBB EBBDF EBCBF EAAEF AAIE AEBEF EEAFF EAFFD EFFFBB EB
14021	F	180	CGCCB AGFAD EDDDB CCACB FFABD DEFDA FBBFC ACBCE AAB F AECFB AEEA FBDFE CFFCF AB
14020	M	176	DCGBB AEDBB ADDBD DCADB EFBBB DEFD ECDEE TABAD CAA D BDBDE BAFAA DADEF EDDCD CB
14025	M	180	CCGDA AGECB AAECG AADD EFAEB DFFBF FBCFC CBBBB FAF B CFCBC ABCCC EBCFP CFFEP FC
14023	M	184	DGGBA ABDAB ACCDB DCABD FFDEF CFFFF FCFFC BDABF DAD F CFAEC DDFCA AFADF FFFDP DC
14006	M	000	CGGCC ABDD ABDD CEBED FFABA FFFFF PCEFE ABFAF EAG P BBEFF FFFAF FFAYF EFFFF DB
14126	M	179	AAACC CECCC DPAAA CBADB EEDDD DEFFD FCAFDP EDDBC DGG D EDAAA DEDD EADBF EEEEF EA
14170	M	181	CGEBA ABFCB ABDD CCADC EDDA DFFEA DC AFC DBAAF EBA F EDAFA FBAAE DBEEF DFEAA BD
14169	M	183	AAABC CEAC DPACE ADAEC FFFEB EFFFF EBCFD EBEBE CBJ B BEFFB FAECA FFFFF FC
14168	M	178	BFFBE AAAAD ECBDB CBCDB EEEBD BFFBC FCCFC BACAF FBI B BACB DAEFA ABCBF FFFER BC
14167	M	178	CCGBA ABFBP AACCB CCCCB AAAAB BAAAB BBBAB DBBAD BBH P BBBDD DAACB AAAFE AEEBD BC
14166	M	186	BFFBE AAABD EBBBD EBACB FFDBC CEEEF FCCFC CDCFF DGB F CDBDC DDCFC BCFFC FDFEF CC
14165	M	173	BFFBE AAABD EABBA ADAEF BFEAA DAFDD CBCEC BABDF EBPA CBCEE DBBDB ABADE EDEAD DC
14164	M	183	CGGCC AGDCG AADBD CCAEF EPADP FDDEF PCCFB EBBCD BBE A BEBEC ABECC BEEFB EEEDF DD
14163	M	168	CDBDA AGFCB AACDE CCBD AEAFF BFADF CAAAC FCFCC CBD D CDDFC DACFC CADCF CC
14162	M	177	BFFBE AAAAD ECBCB BCCDD ABBA AFDEF FAEDA ACBDE FBC D CAAA DADAD AAAEE DEEEF EC
14161	M	174	CCCB A CECCB ADDCB CCCDC DDAF DDDAF EBEDA EACAB FBB D ADADA DDDBE EAFAE DEEAD EB



## DEPARTMENTAL RESULTS

## RESPONSES

I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES	PBAEA	23	25	35	92	42	72	33	42	
14159	M	175	BPFBE AACD ECBED CEAC A CFFAE EFFFF F	FADDE	EB								
14158	M	176	BFDDE FBJ F ADEF EEDAD EAADF FADDE	EDFCA	FFFFF	CCCCF	DC	91	82	88	93	86	
14157	M	180	EPFBF E AACD BABED CDDCD EDFFC EFFFF	BABDE	ECFFF	DC	84	80	95	97	99	98	
14155	F	178	DCGBA ABBCB ABDED CDCDD ADEF E DDDAF	ABACB	ECCDF	ECBEB	FB	76	40	60	65	42	
14153	F	174	DAEB ABH A BADED DBACB LBAFB FDDAF	LBAFB	ECDF	ECCFC	FB	76	40	60	65	42	
14151	F	173	BFFBE AAACD EABCC ABBDC AEFIA FFCCF	AEBDC	FFCDF	ECDF	FB	96	83	60	67	51	
14146	F	176	EEDBF FBF D BDDBE EBCCE DBBCF EDEEP	DBBCF	FFFFF	FB	96	83	60	67	51	80	
14145	F	171	AAABC CEDAC DFABA BBAEB FPCBC CFEDB	BBAEB	CFEDB	CBAFB	96	83	60	67	51	80	
14144	F	176	CBFBF ABD F CACFE BEEFC DBBAF FFFAF	CACFE	DBBAF	FFFAF	FC	72	67	43	54	56	
14144	F	177	BFCE AAABD EABCA BCBDC EEDAA AEADD	EABCA	EEDAA	AEADD	FAEEA	72	67	43	54	56	
14141	F	172	ABAAD BBB E BAADD DAFBB ADAEE EDDAF	BAADD	ADAEE	EDDAF	DC	NO DEPARTMENTAL RECORD					
14140	F	181	DEBBA ABCCA CADCB BBAED DFCDB EEEPF	CADCB	BBAED	DFCDB	ACBFB	54	65	50	35	26	
14140	F	181	EBDDF FBG F CBBFB FDEC B FBBFF FFFFF	CBBFB	FDEC B	FBBFF	FC	54	65	50	35	26	
14140	F	181	BFGBA AAACD EABBA DDAD D EEEFF EDBBF	EABBA	DDAD D	EEFF E	ECEEB	54	65	50	35	26	
14140	F	181	EEFBF EBH F DEEFB FEBAF FBFF E DBBEF	DEEFB	FEBAF	FBFF	EE	84	78	71	44	56	
14140	F	181	CCGBB ABEBC AADCB AADD C EABE AFAAA	ABEBC	AADCB	AADD C	AFFFC	84	78	71	44	56	
14140	F	181	FFAAAF FPB F AADD C DAFP A FFCA F AFFF	AADD C	DAFP A	FFCA F	AC	84	78	71	44	56	
14144	F	177	FFCE AAABD EBBCC CCCDB EEDEB CEDAF	EBBCC	CCCDB	EEDEB	EDBFB	11	29	5	35	10	
14141	F	172	DDAED CBE F DFPFF EDEDE EDEEF AFFF	DPAFF	EDEDE	EDEEF	AC	84	78	71	44	56	
14141	F	172	CCEBA A3DCB AADEE DDDBC EFBDD DFFAE	A3DCB	AADEE	DDDBC	DCBFA	80	82	40	67	31	
14142	F	181	DDFDAD DBB A BDDEB FEABA ABBDE BDFDF	DBB A	BDDEB	FEABA	DC	80	82	40	67	31	
14142	F	181	AAABC DEFAC DFAAC CBAEB DDCAA ADDBA	DFAAC	CBAEB	DDCA A	FBFEB	80	82	40	67	31	
14142	F	181	BDBAF DBC D BACBD AEPBA BACDF DEFAF	BACBD	AEPBA	BACDF	DC	80	82	40	67	31	
14140	F	181	AAAAB CDDAC DCACB DAAEB FPCAC FFFF	DCACB	DAAEB	FPCAC	ABCFC	91	83	67	51	39	
14143	F	174	FFBFF FBA F CBEAD EEBBB ACCBF BFFFF	CBEAD	EEBBB	ACCBF	EC	91	83	67	51	39	
14143	F	174	DGGCC ABEAC DDAEB BCADD FFBBB EFFFF	BCADD	FFBBB	EFFFF	BCCDF	91	83	67	51	39	
14131	M	164	BBDAP ABD D CBBED DBFFD ABBD FFFFF	ABBD	DBFFD	ABBD F	FC	91	83	67	51	39	
14132	M	181	DGBA AGBCB AACDB ACADB DDEFA FDEFF	AGBCB	AACDB	ACADB	CCEDC	91	83	67	51	39	
14132	M	181	EFACC DBC D CCCBC DBCBA ACBFF CDDDF	CCCBC	DBCBA	ACBFF	CCEDC	91	83	67	51	39	
14130	M	300	DGBA ACECB ABCCB BDBDB DFAEF FFFAF	ACECB	ABC CB	BDBDB	ECBEB	72	89	91	89	73	
14130	M	300	AAAD CBA FEAED EEECA T AFE AEEDC FB	CBA	FEAED	EECA T	AFE AEEDC	FB					



I.D.	SEX	AGE	RESPONSES		DEPARTMENTAL RESULTS	
			CCCFC	CCFFC	DB	ECCFC
14133	F	171	EBGBB AECBB ABCBB BCADA AFDBD EFFFF CCCFC	99 98 87 97 77 95 54 39	DB	
			CEADD CBD E CBDDD DDFCB DBBFD BFFDA			
14128	M	000	CCGGA ABDBB ABDCB CDBCB FFEAB CAEAD	91 71 78 70 69 83 47 35	ECCFC	
			CDBBC F EBI A FBBA BCFFC BCCEF ABEDF DC			
14135	F	182	AAACC CBFAC DPADA ACBCB FFBD AFFDE EAEEA	91 86 81 91 84 86 46 38	EAEEA	
			CDAAE EBFE FEFAAD EDFCA AACFF AFFEF DC			
14138	F	174	DBGCA ACBBB ABCBD BCADA EFFEZ BFEDD DEFFF	63 47 43 32 3 60 42 27	DEFFF	
			EDED DBI F EFFFF EEEBC DBEFF FFFFFE DD			
14139	M	183	AAABB CBFAC DFACB BDAE B FFAAE EEFBD DCCEC	96 82 89 41 81 90 57 30	DCCEC	
			ABABP EBJ DDAAD DBEEB AAAAF BFFDF DC			
14137	F	176	CCHBA ABEBB ABCBD CDADB FFAC FFFF ACCFD	63 65 58 62 49 75 48 29	ACCFD	
			EFAEF CBH E BABAE ABEBB ADCEB DEEAD FC			
14134	M	173	BPFBB ABACD EABDB BCCCC DDFDD DEDDF FCBEA	NO DEPARTMENTAL RECORD	FCBEA	
			PPFEF CBE D ADAFF FEFD EFEDE FEFBF CCCFC			
14127	M	168	AAABC BBECAC DFAAB ABAD EFCDE FEFBF CCCFC	80 91 84 79 94 79 45 34	CCCFC	
			CDBBB FBHE CDDDE BACAC EABFF EDCDF EC			
14039	M	169	AAAAB CGFAC DFABA EBAEB EECBB FEDDF ABCEB	99 99 99 98 98 99 59 49	ABCEB	
			CACCF DAJ A CABAE AAAEC AEADB ADDDF CC			
14040	F	181	AAABC DFBCA DFBAE DBAEA EFCCB AEFDF DCCFF	99 97 91 0 86 0 0	DCCFF	
			CEBAA FA B CACDF ACBCB CACFF FEABA FC			
14034	M	178	AAAAA DEBCB DFACE DIADD EECDB BCCCC DBCCA	91 0 99 98 97 91 46 42	DBCCA	
			BBDDC BAE B BCABD ACAAA BCCBD FFFBF FC			
14035	F	174	AAABC DFAC ABAEB FFCAF DFFFD FCAFB	99 97 91 94 87 91 54 34	FCAFB	
			CDBBF FAPP CFCEE FFEDF FACEF EFFFF EC			
14038	M	169	AAACB DBDBC DFABB CCCDE DFDEE ADDAE FDCEB	67 94 93 97 77 97 54 42	FDCEB	
			EEABP EAID BDBFB FDFCF EFFF D FFFAF FC			
14036	F	172	AAACC DFAC DFAAA ABABE EDBAE EFFFF FCAFB	94 85 90 83 77 96 53 41	FCAFB	
			EDDDF FAG A CFCFA FFEDF FABFD EFFFF EC			
14050	M	170	AAABC DBEBC DFAAB BEADA EFBAA EFFFF DCDFB	88 97 99 94 98 95 54 39	DCDFB	
			EEAEE CAA B CCCD AAFCB DADD BDFBF EC			
14029	M	171	AAABB CBPAC DFADD ADADD AFADE DFFFF CCFDC	91 93 97 94 99 98 55 42	CCFDC	
			FPDCF CJF CFBFC FCFCF FCDD CDDCC AC			
14037	F	172	AAACC CFDAC AFABA BBADB EEAEE EFFFF ECATA	58 69 80 81 59 90 51 36	ECATA	
			EDDFE EAHF FECFB FFEDF FADDF DFFFF EC			



## DEPARTMENTAL RESULTS

## RESPONSES

I.D. SEX AGE

I.D.	SEX	AGE	RESPONSES
14172	M	173	AAABA CBEAA CAADD BDACD FFFBF PAAAF BBCFF 98 96 97 92 91 51 37 CABC F EBC F CCBCF PABDB ACCCD CFFF FC
14173	F	176	AAABC CDCBC DPABA CBAEC FFCBD ADDCF FCFFC 91 83 89 85 65 87 51 28 BEBBF FBD F CBEDA DAFCF FBEFF DFFED AC
14075	F	175	AAABC DFEAC DFABC EBBEA DFCCD BFCAE BCCFB 91 63 43 89 37 66 40 32 CBFFF PAP F BCAAA AAECB AACCD DDBBF AC
14045	F	175	AAABB DEDCG DEACB CBAEB BRCBD FAEEF FBCCF 96 86 97 83 94 97 53 43 EDDFE FAP F CECDB FDPCA FACEF FFEDF EA
14074	F	178	AAABC DEEAC DFABB CCCB EEADE EFDEE EBCDD 91 80 83 85 29 86 51 35 EDDDE AAE F EPEFC FBFC C PEBFE CDEFB DC
14044	F	183	AAACB CGDAC DFAAB DAADA EFBEA EEEAA FBCFC 88 80 40 70 37 80 45 35 DEBAF PAP F CDCCD FEFC C LBBDF FFFAE EC
14028	F	172	AAABB CBEAC DEACB DCADB EFBAA AEEAF FEDFA 94 88 84 81 71 95 52 40 FBFC D CAT P CEBFC ACBDC BAADD EDBBF DA
14027	M	178	AAACB CBCCC DDACA CCBBC DFEED ADDEF DAEFB 88 78 84 85 83 95 52 41 FDEAF CAH A CBBFE EBFB FDEFC ADDCB BA
14031	F	178	AAABC DGECAC DPADD DEABC FFCCF FFFF FFCDF 80 82 81 51 49 90 51 36 FFFFF PAB B BDCCB EFFCC FCCEF FFFFF BF
14026	M	169	AAABB CEDAC DDAB CBAEB FFABC AEFCE BCCFB 0 0 99 0 93 0 0 0 AFACP FAG A AAADC DDPFB AABDF BDEAF FB
14032	F	174	AAACC DPFBC DFAAA DPAAC DBADD FRCDD ADFFE FCDFC 84 75 62 93 47 70 46 28 CFDEF FAC P FFFAC FABEF FBCCF AFFFF DC
14047	M	182	AAAAC CEFAC DFAA DBADA FFFCC CFFFBA FCEFF 88 80 84 88 61 82 47 34 CABCF FAH B CECDE EBFB FFFFC FFFF FC
14046	F	172	AAACB DGBAC DFAAB DBADD FFFCD FFFF BBCCFB 91 88 99 97 88 98 56 42 CFCEF FAG F BABBA AAADA DABBF FFFFF EC
14049	F	178	AAABA CGEAC DFAAD DAACB AFBED FDFDE BBCFB 91 80 84 81 80 90 47 40 AEEAF FAJ F CCCB AACAD ABAEF FFFF EC
14033	F	180	AAABC DPFAC DFAAB CBADB FFBD D AFFF BABFB NO DEPARTMENTAL RECORD DFADE EAD E ADADB DADA ACAFE CEEFD FD
14030	F	182	AAABB CGFBC DFAAD ADAFB FFFF F FFFF BBCCFB 96 98 90 85 80 96 53 45 FEFBF FA A F FFAFA FPACF FBFA AFFF FE
14048	M	177	AAABC CBEB CDFACB CCCCB FFCEA BFFDF FBCFB 84 95 69 90 96 95 53 40 ADCEF EAI P CDFFE DDAEA EAEFF AFFF AC



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

14051	M	181	CCEBA	ABECB	ABDED	BADBD	DFFEE	EEPEF	FCDFB	38	31	35	26	63	40	41	16		
14052	M	173	BGGAC	ACFBG	ADDEB	EBDBE	EDDFD	CEDDB	DB	38	15	25	26	29	20	34	14		
14053	M	187	BDBEB	EAC	A	BDBBE	DDBE	FFEEF	EEEEE	38	15	25	26	29	20	34	14		
14054	M	000	CBDDB	ABCBB	ABCDD	CECCD	EEEEE	FFBEP	FB	63	58	71	59	68	66	40	32		
14055	M	175	FBACB	FAD	D	CAADE	FBEC	DBEPE	AEDD	BC	63	31	58	38	51	48	42	21	
14056	M	183	CDBBA	ABFCB	AACBD	EBABD	DDFFD	EFDFF	FCBAF	84	58	81	65	31	87	45	40		
14057	M	172	CEEBF	DAH	D	BDAFF	ADCCA	EADAF	FBFBP	CB	67	63	53	91	59	70	32	42	
14058	M	172	AAABC	CBEB	DFADB	DBACA	FEPEA	BPFDP	DCCED	EA	50	38	81	59	83	38	52	34	
14059	M	183	BBAAD	CAT	F	BFBFF	DFFBA	DAAFF	FFFDC	DC	58	63	64	86	56	92	49	40	
14060	M	179	AAABC	DBFB	DFACA	BCCBC	DDEAD	DDEAD	DDEAD	AB	99	92	98	93	96	93	55	35	
14061	M	181	BAAAE	AAA	E	CBADA	DDEBD	DDEAD	DDEAD	AB	58	63	64	86	56	92	49	40	
14062	M	172	CEHAC	ABBAB	ABDCB	BBADA	FFBCC	DBECC	FCCCF	AC	88	89	89	75	95	50	42	NO DEPARTMENTAL RECORD	
14063	F	172	CBCFF	FAB	C	CACBB	CCFCC	BFCFF	FEECP	FC	46	65	64	93	59	77	44	34	
14064	F	174	DGEBA	BEAB	AACCB	CDCCC	DDEBC	CCCCF	ABBCF	EA	88	89	89	89	75	95	50	42	
14065	F	174	FDEC	F	BAD	F	DBCBC	ABBBB	DCCBC	EBCC	BA	35	58	35	26	6	27	39	13
14066	F	184	BFPBE	AAAAD	EEBBD	DCBEB	EFBCA	AFFAF	FCCFA	EA	50	54	15	54	16	24	30	20	
14067	F	176	CABDF	CAG	F	CCBAB	DAPAD	ADAPP	BFAF	DC	72	49	64	70	42	60	43	28	
14068	F	176	CGHCC	ABBAB	AAFAA	ACADC	FFBCC	DEFCD	FCDFC	FC	3	7	10	29	0	17	22	24	
14069	F	176	CECFF	AAH	F	BBCBC	BCFCE	ECBFF	FFFFF	FC	58	49	25	29	10	44	34	27	
14070	F	173	BFPBE	AAAAD	EEBBD	ADAEB	FFBDA	DEFBE	BEPPFB	FC	58	49	25	29	10	44	34	27	
14071	F	176	DCEEE	CAA	F	BBBEE	EDDBE	FABDF	EFEAF	FC	50	54	15	54	16	24	30	20	
14072	F	180	CECBB	ABEAB	AADBD	ADADB	FFCBB	EFFBF	EEFFFB	FC	58	49	25	29	10	44	34	27	



## DEPARTMENTAL RESULTS

## RESPONSES



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

14177	M	177	BFFBE AACCD EABAD ACACB FEDEB BEFAC AACFD	54 69 64 67 47 79 43 36
14176	M	181	FFAAF CBH A CBADA ABCBB AAAFP EEEFP CC	72 75 95 83 66 91 53 35
14176	M	181	AAAABC DEEAC DPABC DBAEB FFBBB BFFDE EBCFC	72 75 95 83 66 91 53 35
14176	M	181	BDAEE ABG E BADA DEEBB EDBFF BEEAE EB	94 83 83 72 69 85 50 33
14101	F	176	CGGAC AFDDA BEEAD DBAEB FFCAF FDDPF FCADC	94 83 83 72 69 85 50 33
14102	M	188	EEBCC BBB P AAFFE EAFC E FD DB EFEDF PC	35 23 11 32 26 52 32 33
14102	M	188	CCDBB ABBAB AADD D EAACB CFFAD CFDFD FAADC	35 23 11 32 26 52 32 33
14102	M	188	ADAAFF DBC F AACFE EAFFA EABFF FABEF DA	84 80 93 93 95 94 51 40
14103	M	177	BFFBE AAABD EDECA FBAEB FEBEB FFDAF CCCAC	84 80 93 93 95 94 51 40
14103	M	177	ECFCF FBD P PPPFB FFCFP FAAFD FCBBF CB	84 60 93 86 87 82 44 37
14105	M	176	DCCBB BGFBB AADED ADCCD DFFDE FDDFF ABAAB	84 60 93 86 87 82 44 37
14105	M	176	DAAF C EBF F FCDF EFEBA DDEFF BAABD DD	76 58 39 51 26 56 30 31
14107	F	180	DCCA AGPCB AADED ECCEB EFFFBB AEFFF FCCPE	76 58 39 51 26 56 30 31
14107	F	180	APEBF CBH FBCEC FBFCF FBBDP FFFFF BC	17 10 30 20 21 20 30 18
14109	F	173	BFGCE AAABD EABCB BCBC EFEFA P BBP ABADC	42 31 27 72 10 42 31 29
14109	F	173	DBEAF ABJ P ACFFA A BAA CADCF BAAAD BA	58 49 20 17 29 54 42 24
14118	M	000	AAAABC DBEAC DFABE EBADA FPCBC CEEDF CCEFC	38 36 25 41 47 58 40 28
14118	M	000	BCBED FBI F CECFB FEBCE EBBFB FEEFF EC	88 49 71 48 49 73 48 28
14119	F	194	BFFBE AAACD EBBDB BDCCC EAAAA BFBDL ACBEC	88 49 71 48 49 73 48 28
14119	F	194	BDADF DBJ D BCBD B DDCED DCAF D BDDAF CC	14121 F 183 CDDCB ABEBB ADDBB DCCEB EFEDE FFDBC BCCEC
14119	F	194	DBAEF CBB D BBCAC ADCFD BCBCA FDDBF CC	14121 F 183 CDDCB ABEBB ADDBB DCCEB EFEDE FFDBC BCCEC
14116	M	175	CGGC AABFC BABCD DCDCD DDEFE EFDFD FDDED	14121 F 183 CDDCB ABEBB ADDBB DCCEB EFEDE FFDBC BCCEC
14116	M	175	BDADB FBG DCDDF BDADD DACDF ADDED FB	14121 F 183 CDDCB ABEBB ADDBB DCCEB EFEDE FFDBC BCCEC
14122	M	181	CGGBC ABFBB ABDDD CCACD DEEDA EDDDF ECPDC	42 49 46 38 42 50 40 24
14122	M	181	DEDDP DBC EDADB DEECA DADFD ADAAD CB	14122 M 181 CGGBC ABFBB ABDDD CCACD DEEDA EDDDF ECPDC
14123	M	183	CGBGC AGDCB AADCD ABAEB AADEF FADDF PCAAC	97 86 99 85 97 99 58 46
14123	M	183	PCFAF ABD F FFFEF FEDBF FDAED ACCCB FP	14123 M 183 CGBGC AGDCB AADCD ABAEB AADEF FADDF PCAAC
14114	M	174	CDHAB AFBBB ACDBA ABAEB FFBCBA CFFBF FCCFB	88 67 69 79 51 83 48 34
14114	M	174	CBCCC EBE P CCCBE FBFD DFFFF AFFAF FC	14114 M 174 CDHAB AFBBB ACDBA ABAEB FFBCBA CFFBF FCCFB
14113	M	175	BFFCE AAABD ECBBB CCADB FEDFD DDDPF DCCFC	58 43 64 89 49 80 45 35
14113	M	175	DDDDC DBD P CCCDC DAPP DCCFF FFCA CC	14113 M 175 BFFCE AAABD ECBBB CCADB FEDFD DDDPF DCCFC
14106	F	179	CCEBA ABECB ABDCD DCBCC FFAAA DEEDB FBCDF	35 23 40 36 8 29 31 22
14106	F	179	AADDP DBG E BDCAD EDDBA DAAAD PEDAC CC	14106 F 179 CCEBA ABECB ABDCD DCBCC FFAAA DEEDB FBCDF



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

14108	F	187	BPFPAE	AAAA	DDBBD	DCBBD	EFDFF	FBBEC	91	38	11	70	51	66	40	32		
14110	F	176	EEAEP	DBI D	AAEFA	PDFD E	FAAFA	EFFDA	BC									
14111	F	172	CCGBB	ABBGB	ABBCB	ABDDD	BDECC	EADCE	DBEDB	AAEFE	88	71	55	65	59	72	47	28
14085	F	183	BEAEF	DBA B	BBABA	DCDBB	BBCAB	CDBED	AB									
14076	F	176	BPFBE	AAABD	ECBDD	DDADB	DDDD	ADDAD	ADDD	35	13	10	20	2	12	24	18	
14080	F	189	ADADD	DBB A	ABEEA	BCADD	AAAED	ADEFF	CA									
14079	F	182	BPFPAE	AAABD	EABDD	DEBDB	AFFEA	AEDDA	ACCFC	67	49	48	26	49	46	38	24	
14078	F	171	BEBFF	FAA E	BBBDB	DDACB	AAABF	BBBDB	DP									
14083	M	181	EGHBB	AGFB	BBACB	ACDAB	ACAED	AAEDE	BBDEB	CAFFD	80	76	55	75	49	70	39	35
14082	M	178	CADBF	AAJ B	BBBEB	DDECE	ECDSA	FDDDD	CC									
14088	M	175	CFCFC	FAI C	PGFDF	CFFFC	CFEF	FBFCF	EEAEB	FC								
14084	M	176	BHBA	AAGEC	BAADC	AECAE	BDFCF	AEFFA	FBFFF	26	29	33	17	26	34	36	20	
14090	M	172	ECCE	FAJ	CCPCC	BEBB	BBEB	BBFFF	CP									
14081	M	179	CGGBA	ABACD	EABDD	ADAEC	DADFC	ADDEF	DCBAA	63	78	80	98	97	99	58	42	
14087	M	174	FEBBD	BAT D	CABFA	EDDCD	DADFD	EDDBF	FC									
14086	F	176	CBAA	BEABA	ACDBA	CACDD	FFFAA	DADFA	CCBCD	42	45	25	36	37	42	36	22	
14091	M	183	BGHCE	AGABD	EBBCB	ADCBC	FFFAC	BBEAF	CC									
14081	M	179	EBCFA	BAE	EFDEF	AECBD	FBDFD	FCDFD	AAAC									
14087	M	174	CCGCA	ABECC	A	CDB	DCACE	APBBA	BEFAB	BBFFA	76	31	55	57	65	64	40	31
14084	M	178	DCCCC	CAB E	BDBED	FBDCB	BBDBE	EFFFE	FE									
14086	F	176	CGGCB	ABDAC	ADDDD	DCACA	BFADD	FAADF	AC									
14081	M	179	CDEEF	DAH D	CDADF	DDBCAC	DBCFD	BDED	DCFDA	15	13	46	26	36	30	21		
14087	M	174	CBGB	AAGBC	BAACC	BDDAD	DEEDC	BCFFE	FCCCF	50	43	25	62	49	42	34	26	
14086	F	176	CBBBB	BAG	DCDDB	BBDBB	EECCC	EEFFD	FE									



## DEPARTMENTAL RESULTS

## RESPONSES

14092	M	179	CBDDB ABCCB AACBB CCAED DEFEF B EAF BBDDC 28 29 35 48 49 40 32 27
14093	M	177	DBBDC BAC A ADADD DAABA DADEE ADADD DD 50 45 71 90 65 77 38 40
14094	M	191	AAABA CBEAC DFABD BBABB EDADA DDEDF ADDC 50 45 71 90 65 77 38 40
14095	M	179	CADFA DAD DBDBB FEFCF AABDA CDDBF AD 35 23 40 57 56 29 28 25
14098	M	181	CBBBC A CB ADCDD BDADB EEBDE AEEDF FPBDDB 35 23 40 57 56 29 28 25
14077	F	177	ADDEF AAED FDFAF DAFCA DABFF ADDBE DC 44 19 15 38 8 42 35 25
14097	M	179	CGGCB ACFCB ABDDA CDADB AABAD CEDFE DBAEF 44 19 15 38 8 42 35 25
14096	M	179	ADADE BAF ABADA ADACA DADFB BDDAD DA 67 73 83 86 97 93 50 40
14068	F	179	AAAAC CCFPA CDFAA AAAAE EFFCE DFFEF PCFPF 67 73 83 86 97 93 50 40
14195	M	173	CFCEC EAT F CFCCC BDFCE BFCCE AFFCF EC 67 63 64 86 71 75 46 31
14112	F	179	CGGAC AGFAB AEEAB BCDDD EEEFE DEDDF ABCFF 67 63 64 86 71 75 46 31
14117	F	178	FEEBP BAH F CEAEF DDBCD IAAED EFPFD EC NO DEPARTMENTAL RECORD
14120	F	175	CGGBA AGBAB ADCCC CCADB EFEFA BDDDF BACDC AC 94 95 99 96 89 99 58 42
			FEAAF AAH A BAAFD DBBAB ACEFB BFEAB AC
			AAAAA BEBAC DFAAC CBEBB FF CBD DBF EF BCBFC
			BFBFF FAG B BDCAB AAFCA BFCFF AFFAF EC
			C BBB AB BBBB AADEB AECDB FFCCE AFCEF FCDFC 15 23 30 51 26 42 40 20
			CECPF AAI F BBCDC DBFCD ECBFF FFFFF FC
			BFFF EAAAC DEBBB DC CAD CFFC BDAEC DBCBE 10 15 38 44 16 34 25 31
			DDCED BBF FBFFF DCEDC FF FF BFFF D
			BFFBE AGABD EBBCB ADCCC CCBEC BFECF DEAAB 50 15 35 26 49 46 41 21
			BDDCB DAE A AACAF BCCCC BDCDD DDBBC DD
			BFFAE AAACD AB BBBB DBBED FF CBD EEEFF FCCFC
			CPCEF FBA F CBCAD AAABC ADAFF AFFAF EC
			BFFBB AAAAD ECBCE DCAEB FF ABB EFBFB CBCCC 28 31 46 8 16 32 34 21
			EPDEA ABC F CACEC BAFFA FCCFF CEEAF DC
			BFFBE AAACD EA BDD CCADC BFAED EFBFB AFFF C
			FBACF BBI EDEBF CEFBB DBAFF AADAE EC
			BFFBE AAABD ECBDB DC ADB ADCAA DC FEF CACFC 58 40 48 20 1 27 34 18
			AFBFA CBC F CBAAB BEABC BCCF AFBAA AA
			CGGCC AF DCC DEDAB EAEEA APBEE BFD BE BCEAC 72 60 67 54 61 82 48 33
			CBCBB ABH A BBCDB DC DCE EBBEF ABABE FB
			CBGBA AF EBB ACCCB CB ADB DFCBD DFD FE ADFFF B 46 23 25 59 37 70 39 35
			FD BCE CBA D BBCAC AD CED ECAAF BDDAF CC



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14124	M	183	DBEB BABDC BABDD DCCDB CEFDE ABEED EBBDA DADDF ABE EADE BDADA DDAAD DADD EA CGGBA ABDCB AACDD BCDC FFDBA EFFFF AFFF BFDFB BBP F BFAAC AAFCA FEAFF AFFEB FC	46 19 15 59 31 46 29 33 NO DEPARTMENTAL RECORD
14115	M	174	BFDFF BBP F BFAAC AAFCA FEAFF AFFEB FC DCDCB AGFAB AAECD DCADB DEBBB EFFFF ABCFA BDAAF DBE F BCAED ABAAF DAAFE EEEFD AB	50 67 53 35 42 54 44 22
14104	F	178	CECBA ABFCB AAAEB BEAEB AEEFB FEEFF FAEFF PEFDA DAB C AEEFA DEFAC PCEFD CCCDF EA BGHBE AAACD ADBBD DCAEC DBFED DFCDE DCCCC DBDCD DAF F FBDFB FDDBF DDDCC DDEEF FD	67 60 53 65 65 85 48 35
14091	M	167	CBBAF BAC F CECAA DARCA BABEF EEEEE AC CGFBB AGDBB AEDCB AEECC FFFFF EDABF PCBAC BCDEC EBA C FCDB EACBA DEDFF FBDCB BA	63 52 5 32 19 58 33 35
14160	M	193	AAAAC CEDAC DEADE CBAEA AECAF BAECB CEBDB FFFBC ABG D CDBCE BACBC EADBC ECFBDB AC	76 76 69 54 73 73 48 28
14154	F	176	BFFAE AAAAD EEBAD DCACB EPCCA AFFAF BAFFC AEAFF FBE F BEDFC FFFBE FCFFF FFFF FC	58 75 60 51 47 64 50 21
14152	F	189	CFFAE AAAAA BCEBE CBAEA FECC DAED CCCFE BABFD FBC A BAABA AADBA BEBCF BDEF BB	97 75 93 67 80 83 56 26
14129	M	000	CFFCE AAAAD EEBDD AEDEB AAPEF FEGEF DBBAC FEEEE BBJ E BEED LAEBC ACBFG DGEAF AB	58 54 84 72 89 87 55 30
14136	F	172	CGGCA ABCBB AADBD CEBED DFFAD BYDEF FCCFP BBEEB CBGB B DDAED CBEBC EEFDE EC	54 47 40 26 26 32 41 14
14042	M	180	AAAAB CGDAC DFACD CDADA FFBBB BBEAF FCCDC CAACC EAC B BACAD ABBDA FCBEE ADDAF BB	94 88 93 91 88 98 57 41
14041	F	178	AAABC CCFBB CD AC DCAEF EFBAD EDEFF FCCFB BBCF EAB E CBBED BBDBB BBABF FDDAF EC	96 80 74 77 49 83 50 32
14043	F	176	EFCBB CBDBB AFDCB CBBEE EFBEE FBCFC EDEAF FAD F CDDCD FB BA AEBFE DFFDF EB	88 89 75 83 71 77 49 29
14056	M	176	BCCBA ABABB AAECB DDABC BEEFF FCCFP FFDFF FAG F BFAFF AFFCF FAFFD FFFPAF CC	38 36 35 41 16 38 34 24
14062	M	183	CGGAC ABFAB ABEAC ADAEA EFCDD FDEEE EBCFB CECEE EAC E BABAD AACCD DDBFF BFFEF FC	72 80 95 81 75 62 52 16



I.D.	SEX	AGE	RESPONSES	DEPARTMENTAL RESULTS
14065	F	163	BPFBE AAAAD EEBAD CAAE E DPBBA FPEFF BAEDC CBACF BAF P ABCBC ABBCA DECFF BFFF B BPGCE AAACD ECBCA CBCDB EFADE AEFD ECCDE BCCEP BBG EDBEF CDFDD DDCFD EDFF CC BPFCE AAAAD EBBBB BBBDD DDDAD BDDEF EABED EBDBE AAH E EDAED ADBBC DDDF DEDBE AF CDDBB ABDBB AAAEB DAACB DBACA CDBDB CCCDE CFFBDB BAB B FBCBE EACDF FA CD CCCDE AA BABBE AAACD EABBD ADADE DFFFF BFEDF FCCFF EFBEC PAG C C BFE EFPDC EFEFE FFFFF FC AAABB AAACD ECBED CEADB DBBED BDFFF BBCAC AACCP DBC E BDCEC BEAAA ADBFB PCBCF BC C BC A BB AABBA CBAEB FPBAA AAAAE DCCCA AFBFF FBG D BDCAC AABBA ACEDF CADEA CE CCCBB ABDCB AADBE CBACD ACBEC DADCF BDADD FDECA DBA E CBDDC AECEA CBAFF ECADB D DGGCC ABBAB ACEPA CBBDA FFBBF BFFEC PECPFC BEADF FBC F BCCBC FPCFD ACBBE FFFFF BC EDBA ADDCB AACCD BCCDC APPCA CFFDF CCCFC BFEBD DBE C EBAFC FPCCF ADBDA CEAFB FC 16167 F 179 AAABA BECBC DDACD BEDCB DARFF FFCFF FCCCC PCFDA DBH F PPPFF FDDFF FCFFF BCCCF CE 16079 F 203 BPFCE AAABD EBBEB DBABC DACAB ACBDC BCDBD CPDEB AAJ E DAAED DDFAD FEEDB EABDB AA 16075 F 176 CC BA ABBBB BACRA ACAEC BFFEF FAAFA NO DEPARTMENTAL RECORD FDEAF AAP F CCEFDF FDAPB DCECC FDBBC BC 16070 F 181 BPFCE AAABD EABBB BDADE DEFFA EDADA ABACF EFDFE BAA A EAFCF ECDEF FFEDF EFEDF BC 16071 F 174 CGGBA AGFBP AADED CEACD ACADB BACBD ABDAE CAB A CABE ACBAD BCACD BADEC A 16004 F 179 CCCBA ABFCB AAAED ECEAE ADFFF EFEFF FCACC FEPBC EAE F CAAFF FDBCF EACCA EBECB AF C DCC ECEDC DADBD BBDBD BEDBD BDCBD ABEDC EACDD CAC B DCEED CDCPF EFECC FAFBC BP	84 89 90 62 80 88 53 33 19 10 25 10 16 24 31 19 72 58 97 83 69 62 41 40 15 10 15 1 8 7 21 16 54 15 10 6 37 10 27 13 28 40 27 44 37 52 35 30 88 47 53 2 10 48 39 24 5 4 2 1 12 4 26 13 94 85 83 38 61 80 51 29 35 63 38 14 31 54 47 19 11 1 3 12 16 1 12 15 NO DEPARTMENTAL RECORD NO DEPARTMENTAL RECORD



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

16007	F	197	CCCCB AABFC BAAEC DAECC ECAFF FFFAP FCACC FCCFC FAH FFFFF FFFCF FFFFF FCCCC AC	46 36 3 10 56 70 51 23
16190	F	190	DCCC B AABEA BAFDA ADBDD BDACA DADAD BCBCF BEBDC EB C DBDBF CFCEF FBPCB CBEBF CP	NO DEPARTMENTAL RECORD
16009	M	169	CGGBC ABBBB ADECB ABBCC AADEF FEEAE ECCCCB EDBAF CAJ B CEAFA DADBC FPECA FAACB DB	60 31 58 70 86 60 39 30
15047	M	178	GGGBA ABFB D EABDD AEAED FFDF AEFDF PCBDC ABBE AAHE CBCB DBCCC BEBBF BDBEF BC	42 52 43 6 44 52 44 21
16037	M	179	BFFAE AAABD EABDD CCADC EEDCD DFDDF EBFFED EEBDF FAHF CDDFD EBEDF FAABE BCCCF FA	35 2 27 17 6 27 30 22
16035	F	175	BFFBE AAACD EABDB CCBBC EEDDE DFDEF EBFFFD CFCF FAF P CCDD ECDD ECDEF EEEED ED	26 36 25 10 19 20 30 18
16050	F	179	BF BE AAABD EBBBD CDBCB DDEED DDDCD BBBAB DEBBB BAA E BBDE BBFB BBEDD ADDDE DC	15 10 5 6 8 8 22 16
16036	M	174	GGGBB ABFCB ABDD CCADC CFEFD AFFFF CCCDB CBDCF FAG P DFFF FBAFA ADEFB BFCBB BC	35 43 55 67 56 75 47 30
16166	F	175	BEEBE AAAAD EDBC D BDBCC EPABF BFDF DDCFC BCBFF DBG P PPPPF FCFFF FDFFE CCDEF CB	58 54 60 29 26 68 48 25
16043	F	160	DGGBC AFFBA CECBA CCAAB FACDF FFFFF FAFFF FFFF FAD P FFFFF FFFFF FFFFF FFFFF FF	84 52 60 48 42 30 33 21
16042	F	178	GGBC AGPBD ECBFD AECCB BFADD FDFFF DDDDD DDDD DAC D D D DDD DD	0 47 40 17 39 54 38 28
16053	F	180	BFFBE AAACD REBBB DBACB DFDEF ECEEF EFAFF BAEBA BAD F EAFFB FBFCF EADFB DFEAC FC	5 19 58 62 51 32 22 33
16052	F	179	CGBA ABFB ABDBA DBAAE DFDBD BEFB DCBFC CECDF BAC E CBCAD DDECC BABDF AEEAA FC	46 29 64 67 51 80 44 36
16051	F	183	BFFBE AAAAD EBBCC DCBDC LBEDB AEADF BBBAB ADBEE BAB E AADEB ABFB DAADE BDDDF DC	63 45 43 17 8 34 35 21
16098	M	182	BFFBA ABCFA DBDBA AEEAE AECDA BCACB AFEFF FDDBC AAI C CCDFC FCCCC FCAEF CFCFE EB	38 38 25 44 37 42 38 22
16034	F	177	BFFBE AAABD EABCD CDABB EEFDC DFDDF EBFFD EEBDF FAE F CDFD EBCDE FAABE BEFFF FB	58 25 8 26 21 34 34 22
16120	F	184	CCGBA AGECB AEEAA ABAEA FFDED DEEEF BCCFA EEBDF BBA E CDBEE EEDBE EBBFE BEEEA DC	38 56 40 51 42 66 36 36



I.D.	SEX	AGE	RESPONSES		DEPARTMENTAL RESULTS	
			1	2	3	4
16113	F	183	BPFBE AAABD EABAC DAAEA EDAAD FEEDF BCBEC EEBDF BBD D CDEEB EEBE EBBEE BEEEA DC		63 86 71 8 84 87 55 30	
16107	F	180	DBGBB BAEBA BAECD CCADA ADBBB DACBB PPFFF FBH F PPPFD DCCAB CCDEF FFEEE AC		38 31 16 4 3 30 37 17	
16105	F	181	BPFBE AAACD DBAAC BCADB FEDFD CFEDA FFFFF FBF F PPPFD DCCAB CCDEF FFEEE DC		38 36 15 14 29 38 36 22	
16044	F	177	CGGBC ABBCC ABADA CBAEB FACFE FEDDF EDFFF DADFF PAF D AADD DDDDD PEFFD DD		23 29 25 48 31 25 28 23	
16108	F	181	CGGBC ACBAB ACDDA ECBDB ADCCB CACFP FBIE CBBBB BEEBB BACAF FFEEF AC		9 13 25 17 12 6 20 18	
16056	M	175	CCCBB AEEAB ADDED BDAAB FFFFC BYFFF FCCFC FCFBF CAG F CBFFF ACCCF FCFFF P		67 49 54 44 37 64 40 31	
16048	M	177	CGGBB ABECC AAABD BCACB EFDDD AADDE FAADA DDABP BAT A AADD EDEFB EBEEPE EEDF DE		88 89 88 77 83 83 53 29	
16181	F	182	CCGBB AGECB AADBB AECAE FFFFF FFFDF BCCFF PBEEF FBB F CFFF B FFFF FFFF EA		63 58 64 77 42 62 36 34	
16033	F	163	CGGAC AFEAB AEDBB BCAEB EECFB AFEDF FCCFF AEBEF PAD F CBBFD DCECC EEDFF DEEF FC		48 82 40 67 47 58 42 26	
16038	M	177	DBGAB ABCAB AECCC BBBDD FDCAF FCAF PCFCA FAIF CEDFF AAFAF E DFD DDACF CC		76 23 25 77 51 68 37 36	
16039	M	177	CGABA ABECC DAADD CDADD ECEFE EFAAF ECBBA ABACB AAJA AAAFA LAFAD AAAFD DAAAEE DA		19 23 6 38 19 27 23 29	
16049	M	180	CDBBB ABDBB ABDDA BDCCC EEEEE EDDDE EBDEB EFFBD AAJD BADEA ABEDA DBDED EEEAA DB		80 92 93 75 92 91 51 37	
16110	F	184	BPFBE AAABD ECBCA ADCCD FEAEF EFFFF DPCFB EDDDF CBA F BFFFC FCCCF CFFFF DF		19 29 30 35 49 36 38 19	
16093	M	175	CC BC ABECB ACDBB ABACD FFFFF DFEAF FAAA FABBC PAD F CAFED FFFFA ACFCF FFFFF EC		67 45 48 6 39 40 39 20	
16126	F	179	FEBBC BEBAA BFCBA CDBBC ADBEC AFEFE ACEFC AABEA BBGF EDFFE FEEFB FEFFA FEBEE AC		80 58 67 14 51 48 36 27	
16123	F	176	ECGBA CFFAB AFAEA CCBCC FFFFB FFFFF FFFFF DDD D EBD F BABED FAEAE FAADD DEEDD DB		46 47 50 35 49 66 41 31	
16124	F	175	AAABC CFFAC DPAAE CCBCC FP FB FFFF FFFFF BDDDF DBE F ADBDD FFFCA DFADF FDDDB AA		35 23 20 17 16 36 31 26	



## DEPARTMENTAL RESULTS

## I.D. SEX AGE

## RESPONSES

16121	F	179	ECGBA CGFBB APFAE A CCBCCB EPEDA DFABP EBBAB	76 40 25 38 16 46 32 30
16122	F	175	DDBAP BBB P BABAB FAFCA DABFE BBADD AC	91 76 74 51 54 77 38 40
16126	F	178	AAABC DFFAC CBC P CCEAE AAFAF CCBDC FFBBB	PACFB 91 76 74 51 54 77 38 40
16130	M	188	BADDP CBC C BCB AFDCD CCADD EEDDB DEEDF CBEEC	80 58 67 14 51 48 36 27
16147	M	190	ADDDP BBG D BBCAF AEDCA ADBEE FEDDD DF	DFCFA 67 86 48 51 68 64 49 22
16141	M	177	AAAAC BBEBC DDACE CCCEB DFCBD FFFEF FC	FC 76 76 69 86 31 77 42 36
16145	M	172	AAABB CGDAC DFAAA BBAEB DFDFF FFECP PCADC	CC 96 83 95 57 94 82 48 33
16144	M	172	FBFCA DBB E CAFFB EAEDA EDEFD CFDDF EB	EB 76 80 76 54 81 77 50 26
16131	F	180	AAABA DBBCC DEABB BDADB EFFFF FFFCF AAFFC	76 80 76 54 81 77 50 26
16132	F	176	AAABA CDDCC DFABD BDACB BDFFF FFEFF DCFDC	BC 98 96 84 85 98 95 53 40
16129	F	181	FBFCA ABE B CFFF CACCA FCEFB AACCF AE	AE 67 36 46 35 19 56 36 31
16138	F	180	DCEDF ABB P ABAC C DAACD EADD EPEPF CC	CC 58 47 20 14 42 40 31 28
16137	F	174	EDBBA BBFBB AFCDD AEABE FFDED EDEDP PCCEE	CC 94 69 73 48 29 68 46 27
16135	F	173	EABAA DGFCC DAADD BEDDL FFFEE FFAFP FFACC	CC 63 58 83 51 54 80 46 34
16136	F	178	EFEBE EBI F AEFFE FFFBD FEEFF DFFFF FC	FC 26 7 15 26 2 11 22 19
16140	F	171	CDBFP BBJ P CDCCF BBECD EECFF FFFEF AC	AC 54 36 35 41 49 48 34 29
16134	F	176	DCDBE CBH P BBBDE DEFED DBBEF FDAAP DC	DC 97 98 94 98 92 99 57 45
			ABAFF FBFB P BBCDE DBDED DDDDF EC	EC NO DEPARTMENTAL RECORD
			EPBBF EBG P BEDEE EFFBE FEEFF AEEFF FF	FF 54 36 35 41 49 48 34 29
			EAABA DGFCC DFADD BDCCD FFFEF EAEFF FF	FF 80 71 27 59 65 58 42 26
			PEEBE DBA F FEEFE FFFBC FEEFF DFFFF FC	FC 1158
			AAABC CFFAC DFAAA EBAEB EFCCA AFFFE FFCFF	FB FFFFF FFFF
			FFBFF FBE F FFFFF FFFF	FB



## I.D. SEX AGE RESPONSES

DEPARTMENTAL RESULTS



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

16001	M	182	CC BB CDBA ADDBC CEBBD EDEDA EEDFD EBAEB	63 75 81 38 83 68 48 25	
16003	M	180	BEEBE BAB E ADAEB BAAAD ABEED EDDAA AB	80 92 87 75 68 85 48 35	
16011	M	179	CGGBA ABCDB AADCD BDADD EFBCA DEEFD PCFDB	28 13 29 17 26 13 27 16	
16010	M	175	ABDBB CAD E BABED BDFCD DDBFA EFEBA FC	BB	
16054	M	180	BFPC E AAABD ECBDB CCDED AE CB CDCE AEBCB	54 29 81 48 68 79 44 35	
16069	M	180	DBAED BAB B DABD DBBEA DBEDA BBEDA	ECCDA	
16064	M	180	DCDA A BBCBA BCDD AE CDC ADEFF FFEAP	54 29 81 48 68 79 44 35	
16077	F	178	EPECF EAAFP ADAFP EDEDA DADFD FDDFD CA	23 29 25 12 51 48 34 29	
16068	F	183	CCCBA ADBCB AADED BDADB FFFFFB BFFFF	CFCCFC	
16084	F	178	EBBBP BAEFP CFCFB DAEEF BFABD CFABB AP	10 10 3 17 4 9 24 15	
16063	M	178	CDGBA AGCCA AGCBA BAEEF AEEBE CBBFD EBAC	ED	
16073	M	178	FACFA BAJ D CBADC CDDFF CFCBA AEDCF ED	BBEAC	
16074	M	175	CBEBA ABPCB AADED BDEBD FAFAF FFAFP	CAACP BA	
16083	F	176	FDFBF PAF E DEEFC DFBD E FBDFC	DCCFF	
16074	M	175	BCGBA ABECB AACBD CCACB BFCE CFCBF	58 38 43 17 16 16 30 15	
16081	F	176	BFAFP PAHE CBDFF BDFCF FBFF CEREF CC	NO DEPARTMENTAL RECORD	
16066	M	178	CCGBA ABDA A BADB A DAAEA FCAAD FIDBF FCCCB	EC	
16073	M	178	BBBAF BAI A CFBF CACBC ABCEC BABBB	EC	
16084	F	178	CCCBC AGFCB ABEDD BCBC EEEEA DEEEE EEEEE	DC	
16063	M	178	ADD D EAEFP BDDE EDDAA EDDFD FFFF A	F3CFB	
16073	M	178	BPFBE AAABD EBBDD BCAEA FFBBE AFFAB BEEEF EC	96 82 50 48 54 68 40 33	
16074	M	175	BABEF FAD D CBADA ADEBA BAAFF BEEEF EC	BCBFB	
16083	F	176	CCGBA ABCBB ACDBD BDDBC BDEBF FFEBF	84 75 94 17 88 60 49 20	
16081	F	176	FBECE CAD F BBAFB ABBCB ABEFB FEBBC DC	DBDBB	
16074	M	175	DBDDD FAD D DDDDD DBDBD DDDEE DD	23 23 27 48 37 38 26 31	
16083	F	176	BFFBA AAA C AAABED AAAAA EDEFF FFFFF	CCBEB	
16067	M	192	FEFCF CAE F BBFFC FCECE FFFFC CFFFF FC	80 40 58 20 63 60 44 25	
16182	F	175	BFFBE AAABD EABA DCADB DEAFF AEEDF FBCEC	46 56 35 65 61 54 39 27	
16081	F	176	BEBEF EAH F CDEF E EECBE EBCEF EFDEE FC	CCFFF FFCCF RCCCC CCCCC CP	88 86 85 35 77 70 51 23
			CGHBC AGFB B AACBB ADCDE AGFB B AACBB AEACE AB	NO DEPARTMENTAL RECORD	



I. D.	SEX	AGE	RESPONSES												DEPARTMENTAL RESULTS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	8010	8011	8012	8013	8014	8015	8016	8017	8018	8019	8020	8021	8022	8023	8024	8025	8026	8027	8028	8029	8030	8031	8032	8033	8034	8035	8036	8037	8038	8039	8040	8041	8042	8043	8044	8045	8046	8047	8048	8049	8050	8051	8052	8053	8054	8055	8056	8057	8058	8059	8060	8061	8062	8063	8064	8065	8066	8067	8068	8069	8070	8071	8072	8073	8074	8075	8076	8077	8078	8079	8080	8081	8082	8083	8084	8085	8086	8087	8088	8089	8090	8091	8092	8093	8094	8095	8096	8097	8098	8099	80100	80101	80102	80103	80104	80105	80106	80107	80108	80109	80110	80111	80112	80113	80114	80115	80116	80117	80118	80119	80120	80121	80122	80123	80124	80125	80126	80127	80128	80129	80130	80131	80132	80133	80134	80135	80136	80137	80138	80139	80140	80141	80142	80143	80144	80145	80146	80147	80148	80149	80150	80151	80152	80153	80154	80155	80156	80157	80158	80159	80160	80161	80162	80163	80164	80165	80166	80167	80168	80169	80170	80171	80172	80173	80174	80175	80176	80177	80178	80179	80180	80181	80182	80183	80184	80185	80186	80187	80188	80189	80190	80191	80192	80193	80194	80195	80196	80197	80198	80199	80200	80201	80202	80203	80204	80205	80206	80207	80208	80209	80210	80211	80212	80213	80214	80215	80216	80217	80218	80219	80220	80221	80222	80223	80224	80225	80226	80227	80228	80229	80230	80231	80232	80233	80234	80235	80236	80237	80238	80239	80240	80241	80242	80243	80244	80245	80246	80247	80248	80249	80250	80251	80252	80253	80254	80255	80256	80257	80258	80259	80260	80261	80262	80263	80264	80265	80266	80267	80268	80269	80270	80271	80272	80273	80274	80275	80276	80277	80278	80279	80280	80281	80282	80283	80284	80285	80286	80287	80288	80289	80290	80291	80292	80293	80294	80295	80296	80297	80298	80299	80300	80301	80302	80303	80304	80305	80306	80307	80308	80309	80310	80311	80312	80313	80314	80315	80316	80317	80318	80319	80320	80321	80322	80323	80324	80325	80326	80327	80328	80329	80330	80331	80332	80333	80334	80335	80336	80337	80338	80339	80340	80341	80342	80343	80344	80345	80346	80347	80348	80349	80350	80351	80352	80353	80354	80355	80356	80357	80358	80359	80360	80361	80362	80363	80364	80365	80366	80367	80368	80369	80370	80371	80372	80373	80374	80375	80376	80377	80378	80379	80380	80381	80382	80383	80384	80385	80386	80387	80388	80389	80390	80391	80392	80393	80394	80395	80396	80397	80398	80399	80400	80401	80402	80403	80404	80405	80406	80407	80408	80409	80410	80411	80412	80413	80414	80415	80416	80417	80418	80419	80420	80421	80422	80423	80424	80425	80426	80427	80428	80429	80430	80431	80432	80433	80434	80435	80436	80437	80438	80439	80440	80441	80442	80443	80444	80445	80446	80447	80448	80449	80450	80451	80452	80453	80454	80455	80456	80457	80458	80459	80460	80461	80462	80463	80464	80465	80466	80467	80468	80469	80470	80471	80472	80473	80474	80475	80476	80477	80478	80479	80480	80481	80482	80483	80484	80485	80486	80487	80488	80489	80490	80491	80492	80493	80494	80495	80496	80497	80498	80499	80500	80501	80502	80503	80504	80505	80506	80507	80508	80509	80510	80511	80512	80513	80514	80515	80516	80517	80518	80519	80520	80521	80522	80523	80524	80525	80526	80527	80528	80529	80530	80531	80532	80533	80534	80535	80536	80537	80538	80539	80540	80541	80542	80543	80544	80545	80546	80547	80548	80549	80550	80551	80552	80553	80554	80555	80556	80557	80558	80559	80560	80561	80562	80563	80564	80565	80566	80567	80568	80569	80570	80571	80572	80573	80574	80575	80576	80577	80578	80579	80580	80581	80582	80583	80584	80585	80586	80587	80588	80589	80590	80591	80592	80593	80594	80595	80596	80597	80598	80599	80600	80601	80602	80603	80604	80605	80606	80607	80608	80609	80610	80611



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

16101	M	189	BPFBE AABBD BABB DDCBD CDDFP FCFFF CCCFC	58 69 27 54 61 46 38 24
16106	P	179	DDFFF DBB P CCEF DDDFD FDCFF EBBCF AC	23 8 0 17 21 10 26 14
16094	M	175	CGGAC AFPBB ACECA CDADA EAEFF BFFBC FCFC	42 25 30 20 54 64 36 35
16163	M	175	CBDFF FBG P CDFFD FDCCF FCCBF FFFFFP CC	38 58 53 81 54 82 38 43
16158	P	184	CCCBB ABEAB AADED AEDCC FFBBB BFFFFP FCCFC	91 45 50 44 37 73 46 30
16161	M	173	CCBAF PAE E CBCFP AFFCA FFCFF FFFFIC FC	50 52 25 12 16 42 31 23
16103	M	188	DDDAC AEBBB AEDCB CAEAB BBEEE EPAPP BBCAC	76 82 97 94 68 93 49 41
1614	M	187	AAACB DFBBC DFACB ACBDD FFBDL FEDBF FCFFFF	76 60 84 44 88 60 46 23
16031	M	181	DDBBA ABE C BACED CDEAD BCCBD DBDAB ACDC	5 15 40 35 21 20 26 20
16117	M	186	BAABB CBB C CBABB ACDCD DBBAC FBDFB CF	46 31 16 26 37 27 33 19
16115	F	178	CCEBA AGFCB AACDD EEABC CAFPP FECFF CAAEC	46 69 71 77 54 68 36 35
16119	F	178	EBCDA FAB P CBBDB DFCF FFDFE FEEBC CCCBE CA	54 29 48 26 54 48 37 26
16058	M	185	CCCC ABPBB AADCD EABCD EEACE CAFPP FECFF CCAFF	NO DEPARTMENTAL RECORD
16060	M	175	A AEF FBH P ABDBA AFFC AAFFF CFFDF FC	DBDBD BD
16040	M	183	CCEB AGDBB AADCA BEAEB FFBFB FBCFC	67 58 67 75 49 85 45 38
16183	M	172	BPCFF CBF F BEFEC FFDAB DCCFE CBFFF C	63 76 60 41 51 77 45 33
			CGHB AGDBB AADBD BBADC FFFBB FFFFF CBCEC	54 29 48 26 54 48 37 26
			BPCFF DBJ F BDEDC EDDAB DCCFE CBDEF AC	NO DEPARTMENTAL RECORD
			BFFBE AAABD EABBD BAACC DAEFC EFAEF BFFCC	DBDBB EC
			BFDFP CBG F CFBFB FFEBC FCBEE	CC
			CDDBA ABCBB AACAC CBBCE CBEBA	DBDBC FBCBC
			BBDDE DAI A BCBCE CACDB CEA	DDDE DBADF ECCEE
			BPFBE AAAAD EBBAD BEACC DADD EDDFE AEEDB EC	64 29 48 26 54 48 37 26
			FEEEC CAA E EAADD DEBBE CDACD FBBBB FFCFC FCDCC	NO DEPARTMENTAL RECORD
			DCDBA ABECB AACED CDBBD DBDDB CAACB DCCCB	DBCC CCCEC BDDCE CC



## DEPARTMENTAL RESULTS

## I.D. SEX AGE RESPONSES

16151	F	172	DGGCC AFEAB AEDCD AEADB FPCFF YFFFF PCCFC	76 49 35 20 26 42 33 27
16152	F	182	DCF CP BBB F BDCFD FDCCB DDCFD CDFD CB	84 73 69 75 44 78 46 28
16153	F	179	DCCCC ABDBB AEDDD AEAEB EFCED DFBBF ACBFC	84 73 69 75 44 78 46 28
16099	M	173	ECADF BBC F BDCFA FBDCB FAAFE CFFFF CCFFF	72 89 69 41 26 64 46 25
16111	F	179	CGGAC ABEAB AEEED AEAEA EFFFF FFFFF CCCFP CC	72 89 69 41 26 64 46 25
16055	M	178	PCFCF BBDF F BFBFB FFFCC FFFFF CCCFP CC	63 67 76 65 88 73 45 31
16032	F	195	FFF BF PAJ C CBFFC FFBD BFBFB CFFCF BC	63 67 76 65 88 73 45 31
16154	F	174	CGGCC AFEBA AEEDA BAEEA BDAFA AFAAF FCCDA	15 19 10 6 21 16 29 16
16045	F	171	ABFFC BAC E AECFB EDECB FEFFD DDCFP FC	15 19 10 6 21 16 29 16
16171	F	177	BCCDA ABP A BBCBB DEBBB BBCDF EEEDF DC	15 36 25 35 6 24 31 19
16155	F	172	FDBFF ABEP F AACFF DFFFF FDABF FBABF BB	50 36 35 41 26 40 30 29
16046	F	171	AAAAC DGBAC DFAAC DBAEC FBBBBB BCCEB	72 58 58 35 47 52 35 30
16177	M	176	CACBF BAF B CBCBB BBEAB AABEF AEEEP FC	23 43 60 41 29 27 36 14
16041	F	179	AAAAC DGBAC DFAAC DBAEC DECCA DFEFB FCCFC	98 99 98 86 89 99 59 42
16157	M	173	CACBF BAG B CBCBB BBEAD CABEF AEEEF FC	98 99 98 86 89 99 59 42
16139	F	181	AFBD CBH A FBFBF FEEFA FDECP FCCFA CF	42 52 74 32 69 56 40 27
16146	F	183	DAAB ABECC DDCAD BADBD BAABB AAAAB ADDDD DD	15 1 2 10 16 1 17 10
			DDCDB AAB D DDDDD DDDDD CCFFF C BFF	46 54 64 44 56 44 35 26
			CBBBA ABCB AADEE ACACB DEB A CDB C EABCD	NO DEPARTMENTAL RECORD
			CBBBD ABH C BCCCC CCBDC AEDCB CBACB AB	
			AAAABC CEEAC DFABB DBADB FFCBA BDEED EBBFE	
			ABAEE BBJ C BABDE ABFCA BBBEF FDDAF DC	
			AAAABC BP AC AFACA EBDEB ECCCA AFFFF FCCFP	23 23 30 26 16 12 24 16
			FFFFF FBG F FFFFFB FFFFFB FFFFF FF	



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

16142	M	177	EAABB BBBAC DAABB BBCDD FABAB DDAEE AADDD	35 45 55 38 56 68 42 31
FCABA DBC D	DABDF DADBB DDADA DDDAD AC			
16127	F	179	AAAABC CBBAC DADD CCCAD ECEFD AEDBF CDBEF	15 13 11 8 37 27 26 26
BCEDD EBH F	BDDDF EFFED DFDEC DDCAD DB			
16125	F	182	AAABC CBBBC DFADD CDCCB EDADA EEDAF EBECF	26 31 35 3 16 13 28 15
BBAAF ABP F	BEAAD EFEBA EFAED DDBBA DD			
16143	M	175	AAAAC DEDAC DFAAD ACAEA FFDDE CFFAP ACAPF	50 76 59 44 65 68 49 24
DCECC DBD C	CDCFC ACCBC CCBFB FCFAF FC			
16118	F	172	BFFBE AAACD EABCD BCBED EFAPP FFFDD BACFE	35 38 10 12 16 13 28 15
DFDFF CBI F	CPFFF FFFBF FFFFF EC			
17012	M	185	CEDBA ABFCB ABCBE EBBBC EEEFF ECEFE	72 1 1 12 36 46 11
FAACD DAC E	CDAAC DBCCD DCDFD FEDEC CB			
17011	M	100	CGHCC AGFB B ACCDB CCCC B BFADB ADABD AABEA	17 6 8 8 26 5 25 10
EDBDA CAB F	FACEF DFACA TABBB AFFBC AC			
17020	M	177	BFFBE AAACD EBBCD ADCDA FDEAA EDDBF EABDA	88 95 97 88 94 92 55 41
EADEF AAA A	ADAD AAEBA DDDDB FDDDF DC			
17014	M	187	BFFCE AAABD CDCCB CEABB BBCAF BDACP FBCCC	54 23 50 3 12 30 40 14
BCBCF CAE A	CDCDB BDBCA DBBCF BADBC CC			
17017	M	188	C GBA A CC DBCCA CCABC BEEED DEEDE EBDDD	58 67 40 10 44 40 38 21
DDDDD BAH E	BFADD EEDDB ELAED			
17023	M	173	BFFFB ABAAD EABDD DCCCC FEBAA DFEBA BBFFD	84 94 87 72 92 82 54 27
AFADF EAD B	BABAD DAEAA AABA F AADD F AB			
17015	M	184	DGcba ABDBB ABDDC ABDD DDEBA ADAEF AFEDF	63 67 46 89 84 92 51 38
BCBAB CAF D	ABBBB ABDDA DCCC B FECBB BFEBF EBCFP			
17016	M	172	AABFD DAG A AADFE EBeca ADAFF ADDDE DC	94 52 54 35 39 64 46 25
DCGBA AGDBB ACDDB DCDD EFAEB EDCFE	67 40 40 10 16 27 31 21			
17021	M	187	CAAEF FAB F BDBDD DBABA ABAAE BFFDP EC	
DCDBA ABDAB AEDBB BBACB DFBBB BFFBF FBCFB	54 65 60 70 63 64 41 30			
DECEF AAC F	CFCDA FCFC C BBCFF FFFCF AC			
17022	M	175	BAACE AAABD ECBAD ECACB DRCAD DFFFP FCCFP	67 47 25 10 44 27 31 21
CFAFF AAC F	CDFFF FAFC DADFD FFFEP FC			
17013	M	176	BFFCE AAAAD EBBCC CEAEB FFCDA BDFDF ECEEF	42 3 15 20 26 11 27 14
CDBFF FAD F	FFFFF FFFFF FF			



I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

17055	F	199	AAACC CEEAC DFAAA BBAAF BFFAA ECBEC ABBEF BAF P DFEDD EECDA LBEEE BEFFA BB
17068	M	173	AAABC CBEAC DDABB BCABB APDPE FFDED FCDDC DCACD CAT P ABADD DADDA ADACF FDDAF D
17066	M	193	CDBBA ACEAB ACCEB CBADA FECCD BFFCP EBEAE BDBDC EAG D DBDED BDCBC EBBCD DABCE BA
17060	F	177	DDDBC AFBAB AADAD CCAEA PPPFP FFFFFP FCFFF FFFFC PAA P FFFFF BBFCP P BPP PCCCC FP
17062	F	178	DCHAC ABFAAB ABEBAA CDAEA FPDDD AFCCC CCCAB BBAAP CAC E CEEDC ADFCB AAEBE FFFEP B
17071	M	175	CCGBA AGFBBA AADAD BBBDB BDCCD BDDFP FCCPC FFFCF EAB P FBFFF FAFAFC FCCCC CDECD CB
17077	F	183	AAABA CGFAAC DPACB CCBECA FFAD E AC C A AH
17027	F	181	BFGBB AAAED ECBDD CCADC DEDFE EFFFFP FFCDB FAFDP DAH F APPFF FFFFF FFFFF FFFFF FC
17026	F	189	DGGCC APEBB ACDCB CDDCC FDA P F FFCFE AFBPF FAG P CP EBP FF EFFF DC
17043	F	180	CGGB APEAB ABDBB DCADC AEEPE FFBEA DBEBC DEDD AAD A BCDED CEABC DEDCB ABCDE DC
17041	F	189	BAGBE AAABD EBBDD CCCDB DPEF EFECE DBBCD ECBBC EAB A BFDBC DACBC APBDB CACCA BC
17040	F	187	BPGBA AAACD DEBED BCDBB FDFEA ECDDF PEDDE EDFEF FAA D DCCDD EDCDC BACBB CFEDD EF
17037	F	171	BIGCA AACCD EBBCD DCADB FFFAA FFFDF DACFB BCAEF BAH F FFBEB BECEF FBBAB FFFFFE EC
17045	F	188	CCCBA AGF B ACDED ACDEC FFBEA AFFFFP FCCFP FFFFP FAF P AAAFF APPCA FFAPP FFFAF AA
17047	F	185	CBHBA AFECB ACCBD ACADC FFBEA APPFP FCCCAF CFFAF PAH P AACFF CAFCF FFAPD FFFAF AA
17080	F	165	EAABB CGFCC APACB CCCCCB AADD DDAFD DAAAD DADAE DAA D DDADD DADA DDAED AAAA DA
17039	F	181	CCGBA ABEAB AACCD CBBB AFFED FFDDP DBCFC EBDCF FAJ DCFED EECBF DEBFC ECADF EC



## I.D. SEX AGE

## DEPARTMENTAL RESULTS

## RESPONSES

17050	P	178	AAABB AAFF	BFF C AA P	AFACB C AA P	CCB FF DDGBB	ACBCC ABPBB	DDDPF ABECA	FFFFF FFFFF	FFFFF FFFFF	FFFFF FFFFF	FFFFF FFFFF	FFFFF FFFFF	96 83 71 38 61 66 45 27
17038	P	181	DDGBB FFFFF	ABFBB FAIF F	ABECA FFF F	ACBCC CCCDB	DDDPF EEEE E	FFFFF EEEE E	FFFFF EEEE E	FFFFF FFFFF	FFFFF FFFFF	FFFFF FFFFF	FFFFF FFFFF	76 69 73 32 71 77 49 29
17035	P	276	CGBBB FEFFC	AGFCB FAF F	ABCCB EFFFC	CCCDC PEEEE	ECCCC PEEEE	EEEEE PEEEE	EEEEE PEEEE	EEEEE PEEEE	EEEEE PEEEE	EEEEE PEEEE	EEEEE PEEEE	58 75 43 6 2 22 34 15
17029	P	173	AGEBC CECDF	DGEBB AAJC	AFDAE CABC A	CBAEA ABFC A	FFCBA AFCFF	ADCCF AFFDF	ADCCF AFFDF	ADCCF AFFDF	ADCCF AFFDF	ADCCF AFFDF	ADCCF AFFDF	84 93 71 51 59 83 55 27
17036	P	180	D CC FDBAC	A DBB DAG F	ADCCB FFFCD	CDBDC CBACF	DCCDB FFFCF	DACDA CFFFF	DACDA CFFFF	DACDA CFFFF	DACDA CFFFF	DACDA CFFFF	DACDA CFFFF	28 13 27 26 1 20 29 19
17046	F	180	CGHCC FBEDF	ATBAB BAG	ACDCA FACEB	AAADB FDAEC	FDCEE EBDAE	BFDDF EDDAB	BFDDF EDDAB	BFDDF EDDAB	BFDDF EDDAB	BFDDF EDDAB	BFDDF EDDAB	54 47 35 41 10 40 35 24
17033	F	177	AAAAC BDEDf	CPEAC DAD D	DFAAB DDBDE	CCADB BBEAD	DEBAB DAAAE	DADBE EDDAF	DADBE EDDAF	DADBE EDDAF	DADBE EDDAF	DADBE EDDAF	DADBE EDDAF	35 36 18 29 21 19 25 19
17034	F	181	AAAAC EDEDF	CFEAC DAE D	AFaab DDBDE	CCADB BBEAD	DEBAB DAAAE	DEBAB EDDAF	DEBAB EDDAF	DEBAB EDDAF	DEBAB EDDAF	DEBAB EDDAF	DEBAB EDDAF	58 75 80 67 59 70 47 27
17030	F	000	CBDIA BBEFF	AGFAB BAA F	AACCD DEFFP	ADADB FFDBF	FFDFF FBDBF	FFDFF FBDBF	FFDFF FBDBF	FFDFF FBDBF	FFDFF FBDBF	FFDFF FBDBF	FFDFF FBDBF	42 58 35 41 26 48 32 31
17028	F	175	C GBB AI	ABDCB F	AADB A EAEAE	CEBDC EAEAE	CEBDC EAEAE	CEBDC EAEAE	CEBDC EAEAE	CEBDC EAEAE	CEBDC EAEAE	CEBDC EAEAE	CEBDC EAEAE	42 13 27 29 16 11 24 17
17079	F	181	AAABC FCFFD	CGFAC BAJ F	DFABF BBBF F	ACBCC FBFCF	EEAED FFFCF	FFFFF FFFCF	FFFFF FFFCF	FFFFF FFFCF	FFFFF FFFCF	FFFFF FFFCF	FFFFF FFFCF	94 96 81 85 83 87 55 30
17078	F	175	AAABC FF	CGEBC PAL D	DFABA DEAE	EEAFA EEAFA	FFCED EEAF	DEFF F EEAF F	80 67 25 17 37 40 34 25					
17063	F	176	AAABC BEBEF	DFDBC FAD F	DEAEE C CF	CAAED FCFB	FFCBF BB FF	FFFFF FDDFF	FFFFF FDDFF	FFFFF FDDFF	FFFFF FDDFF	FFFFF FDDFF	FFFFF FDDFF	80 93 94 77 81 93 50 40
17018	M	178	DGGCA ABBCF	AGBBB CAT A	ABDBB ADBD C	CDCEB DEFCB	AAABB DDBFE	BADBF DDBFE	BADBF DDBFE	BADBF DDBFE	BADBF DDBFE	BADBF DDBFE	BADBF DDBFE	67 58 80 51 65 79 49 30
17019	M	179	B FBIA FFFDB	AAAAB BAJ F	ECBCD FFFBD	DBBCB FFBF D	CBBCB FECFF	ABDDF FADCB	ABDDF FADCB	ABDDF FADCB	ABDDF FADCB	ABDDF FADCB	ABDDF FADCB	42 13 46 35 38 20 32 16
17001	M	163	AAABB ABB BE	CEBAC AAB E	DEADB ABADB	ACAEA EDBBA	FECED CBBFE	FABAD CEEED	FABAD CEEED	FABAD CEEED	FABAD CEEED	FABAD CEEED	FABAD CEEED	67 73 74 70 54 90 41 46
17003	M	185	CCEBB CDEBA	ABB CB AAD B	AADD D BDDDC	BDBCD AECDF	FBDBD FABAD	PCDBD APBDF	PCDBD APBDF	PCDBD APBDF	PCDBD APBDF	PCDBD APBDF	PCDBD APBDF	84 36 50 62 68 66 40 32



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

17008	M	173	AFFBE ABACD EABED BECBF FFFFF	PCDFB 1 15 8 4 8 13 25 18
			FFFFB AAA F AFFFB FFFF B	FFFCB FC
17057	F	245	BFFBE AAACD DDBBA CBCDB ADAAD	AEDEA AABEA 38 23 53 89 54 24 42
			DAH D DDBDA DDDAA LAAAA EDDAA AA	
17073	M	177	DDCBA AGDAA CADD CEBBD ACCCA	BDBDB 46 19 1 1 16 11 30 11
			CBDAC AAD B CBCCB BBCCP BBCAC	ACDBC BD
17099	M	177	E GBA DCECB AFAED BCABA AFFAA	CFFCC BCCAC 88 76 73 35 71 77 45 33
			BDBCC CAJ F CBBFB DBFCE DBAEE	EEEE EC
17075	M	175	CCCB A GFB BB ABCDB DCBDB EAEDB	CAABP CC DAC 19 8 38 29 6 38 21 37
			EBDCF CAP D CAABC DCCCC ECBEF	CDBAC DC
17070	M	174	DCCBA ADEBB ABECB ACCCC CDBBD	DDCDE CADDC 63 56 76 79 63 87 45 40
			DEADB CAA D CDBED PAABC DDBBD	ADCBE FC
17065	M	173	CDDBA ACDCB ACDDD EEAEC DCBDC	CBCCC EBDCC 46 40 39 14 26 22 27 22
			DEBDC DAP B CABFF BCDCC CCAA	AADCB CD
17042	F	183	DGCGB AGE C ACDDC CCADC EDEDD	EFDDB EB EED 35 25 49 10 5 19 29 18
			EDEDE DAC A BCDED CBABC LDCBA	BCDED CB
17049	F	178	CCGBB A B C BACDF DACBF CEEDD	CEED DFFED ACDFC 80 65 69 51 37 66 42 30
			FFFDF FAJ P PPPPF FFAAF FAFFF	FFFF FB
17032	F	172	AAABB CGFCC DFACA BC BCE DFDDB	DDDBB AFFFF 76 85 62 35 47 50 37 27
			PADD DAC F BAAFD DDEB DFAFD	BADD DC
17031	F	111	C B ABDDB BCCA ACBBB DFFEE	ACBCF ECCFF 1 3 2 32 8 1 8 15
			DC AC BAB BEFCB F DC	CB CC D
17048	F	226	DGGBB AGF B ADDBD EE DE ABCDE	DCBAB CDEDC 88 76 55 26 51 60 43 26
			BABCD EAIA BCDED CEABC DEDCB	ABCDE DC
17076	F	178	AAACB CERAC DFACB CCACC DEEAA	AAAAA AAAAD 84 80 71 72 56 82 43 38
			DDDD DAG DDDDD DDDDD DDDDD DD	DDDD DD
17044	F	178	DDGBA ABDA B ADDED CEADC AAFAA	BBBBF BBBBC 28 25 27 1 10 16 30 15
			ACDEB CAEC BACCA EDFAC CCDFE	PEDDB AB
18035	F	175	CGGBB ACEAB ACDDA CB BEC PDDDD	DDDD DDDDD 35 29 1 8 37 15 33 11
			DC BD CAP C CDBBA DBCBC DCBCD	CB
18036	F	176	CGHAC AGFAB AEDAD CAAEB ADDAF	DDDCE ECCFP 23 40 25 26 37 46 35 27
			DAFD DAG D BCDDD FB FCC FFDAF	FC
18044	M	174	CEHAA AGDCB AADBD DDBDB EADAE	BEDBE BBCFC 58 31 40 59 26 44 26 33
			BBBDF DAE D DADDD BDECD IAAABD	BLABD AD



## DEPARTMENTAL RESULTS

## I.D. SEX AGE

## RESPONSES

18029	M	179	DBGAA	BBBAB	ACDCB	BDADB	ECTBC	DCBCD	CDAFB	23	7	25	2	26	16	25	20		
18045	M	178	CBDCC	CAJ E	EDCDB	BCCDA	BCDCE	ACDFC	DB	38	15	15	0	37	38	38	20		
18039	F	173	DECBB	ABDBB	AADED	ADCCC	ADABD	BCABA	BACAB	BAABC	AB	88	96	94	89	77	98	56	41
18034	F	183	ABABA	CAF B	CACBC	ABABA	CBBBBA	BAABC	ACCFB	FPFDE	ACCFB	88	47	38	38	37	52	41	24
18030	F	183	CGHBA	ABFBBA	AACDD	EEAAD	EEAAD	BDBDB	CABDC	28	31	20	32	0	30	25	29		
18038	F	172	BDCBE	CAA A	ADDAC	CBCCE	ACBDC	DBCAC	ED	9	13	8	26	4	17	27	19		
18040	M	183	AAAAC	DGBAC	DFAAA	DBBAA	FFDCP	CDADD	DDEFD	97	76	93	67	86	75	50	27		
18020	M	228	EDAF A	FAIL C	DDCF C	CFCC E	DCBCD	CBDDB	DC	83	49	55	29	59	58	44	24		
18026	F	186	CCGBA	AGBBB	ABDDD	CDBCC	DFCBB	DFFDF	EEBFB	76	86	74	57	10	56	38	29		
18040	M	183	AAAEF	DAG F	CDCAF	DABBA	BBDDB	ACCAE	EB	97	76	93	67	86	75	50	27		
18043	M	202	AECD E	FAAF F	FECB F	AAFAA	DBCPE	ADAAB	FCADF	2	7	53	8	26	2	13	16		
18015	F	183	ACDAA	BADC C	DEDEA	DBCCD	BBBDB	CBABC	CBBCB	BB	23	54	35	4	21	13	26	17	
18002	M	178	CC CAB	ABBAB	ACDAB	BCEAA	FFCCC	CFBFF	CCCCB	FC	94	60	62	48	65	52	44	21	
18013	F	192	CBCC F	CAF F	BBCFC	FBCCB	FCFFF	FFFBC	DBCFD	DAAE	FC	96	76	89	65	73	83	52	30
18006	F	177	EABC	CFEAB	DFAAA	DAADB	EEAAA	AFEAF	DBCFD	17	1	20	26	3	8	19	19		
18009	M	179	BBCFB	CAC F	CAAED	DAFBA	ABEAF	DADAE	FC	76	69	46	8	21	48	46	17		
18004	F	183	CEECF	DAD B	CCBED	EAEDA	DAEAD	DEEDB	FC	EDDF	EDDF	96	76	89	65	73	83	50	
18006	F	177	DBGBA	ABCBB	ABCCC	DABEB	FB BBB	BFFFF	FACFB	76	47	52	44	52	44	46	21		
18009	M	179	AAA F	FAG E	BECEC	BAECC	ECCBF	BFFFF	EC	EDDE	EDDE	96	76	89	65	73	83	52	
18004	EDGAC	CBDAC	ACACB	ECAEB	FFBD	FAPBE	FEFFC	AFFFC	AC	28	8	15	29	5	40	30	29		
EDCBA	AAE A	ABCCD	EEFFD	DDFAC	BDCBC	BD													



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

18020	M	181	BFFCE AACD EABCD DDBCB EFABA BDDCE DCBEC 83 49 55 29 59 58 44 24
18018	F	201	CDDCF EAA E CDBDB DDBCB BA DD DEDAF EC 80 0 73 29 6 44 29 32
18003	F	178	CCGBB ABBBB ACEAA EBAEA FFDC C DDDF FCCDC 80 0 73 29 6 44 29 32
18010	F	170	CFCCC FAI C CCCDF FCDF DFACF ADFFF CC FEBDF 28 19 18 14 26 11 22 19
18021	M	175	GGC ABBBB AACCB DECBB ADCAA CABBB ABFEC CBAD E C 35 56 50 54 42 36 33 24
18007	M	180	FCEBB CAA F FEED FBABF FBBFE BDDFD FC EEEFB 46 36 62 29 61 38 37 21
18014	F	180	D GGC ABBBB AACCB DCCDB DFEBB AEEDF EBBEB 46 36 62 29 61 38 37 21
18005	F	204	ABADF BAB E ADDEE EADAD AFAFE DEEFP CB 35 56 50 54 42 36 33 24
18017	F	181	FDEAD AAH A ADADA ADADA ADEFB ADDBF EA 35 56 50 54 42 36 33 24
18011	M	181	AAAAB CBDAC DBADB CDBEC PEAAE AEDEF FFBER 84 80 82 77 73 88 52 34
18012	M	173	BBABE EAE F AAEEA FBDDE LAAEA FEEAE FC 42 65 50 41 65 50 37 27
18033	M	193	CGGCC ACBCB ACECB BCAEC DDADD ADDDD BCCEB 42 65 50 41 65 50 37 27
18027	M	172	DEAAF BAF D CDDDE AABBD DAAAD DDDAF DB 50 29 38 10 6 27 37 15
18032	M	180	CCGBB ABEAB AADBD CCBDB ADDAE AAADF BBCDB 50 29 38 10 6 27 37 15
18042	M	000	ADABP FAH D AAAAB DBBAD DBDFA FAAAA EB 42 65 50 41 65 50 37 27
18037	F	103	CCGBB ABEBB ACDCB DBAEB EPCEC BFFBE CCCPC 60 58 27 51 26 48 39 24
18031	F	195	CBACC FAB C PBCAC AAFFC BABFE CDFCB AC 23 45 15 29 8 27 34 18
			CBGBB ABFB B AACCB CCCDD BCEAA BDADF ECCCEC 23 45 15 29 8 27 34 18
			BCCBF DAC A CABFB AAAED AAF P AEDDE DC 10 1 30 10 2 4 19 13
			DCDBA ADECB AAAEF BAAEE CDADB EBEDB DACPE 80 58 53 48 65 77 54 24
			CFCAD DAD F PACBE FLBDA LCEBC FBDA DC 28 45 25 51 44 62 39 31
			CCBB AAPBC BADCD BEAEB DBCAF DDBBF CEBCE 54 40 50 20 37 34 34 23
			FAPFF FAH F EAFAF CFCA B DCEB ECFCF ED NO DEPARTMENTAL RECORD
			DBEBA ABFCA CAEED AECAE CBDAC CABCE 76 58 76 57 54 62 40 30
			ABCBE BAC A CAED B DACEB FFDD E CDFE CC 28 45 25 51 44 62 39 31
			CCBBA ABBAB ACDDB ACABB EFBCB AADDF EBCFF 54 40 50 20 37 34 34 23
			CFCDF BAC CBBBA ABFCA DDCFF ADDAB EC 76 58 76 57 54 62 40 30
			EEABC DGFFC DFABD CCAEB AFDFD FFFFF BCCFB 54 40 50 20 37 34 34 23
			FDECF DAB F EEEFD FABEE FDEFF DDDEF EB 170



L.I.D.: SEX AGE RESPONSES

## DEPARTMENTAL RESULTS



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

19048	F	162	AAAAC DEDAC DFAAC CBAEB EFBAD DDECF BCEDC BEBDE AAI E CPCAB AFACA FDDFF DFFDA EC CCGBA ABAB EDBA BDCCD CFCCD BCCBD EFDBB NO DEPARTMENTAL RECORD
19046	M	192	ADACC AAG A PFFFFA FFACD FCCPC CCCCCD BF CAABA AGPCA AEEDB DDDCA AEEDE DDDEF FCADD 88 86 93 97 86 92 49 40
19042	M	175	FDFDD DAC F AFFFD FFFBD DDDED FCCCCA DD DDHCB ADDBB ADDCD ECCCCB ACAED CFAFF FFBBFC 19 29 38 59 54 27 40 12
19008	M	180	FCEBF AAI B BFBFC ABDCB EBEBB EDABB AB CGBCC ABEBB AECCB CEADD CFFFFF FFAPP FAAPC 54 40 18 10 29 60 42 27
19011	F	181	FCFFF FAB F BAFFF FAEFF FDFDF PFECE CC DBDBB AFPCB ABCBB BBAEB EFFFF FFCFP FCBBC 54 54 35 88 90 72 45 30
19003	M	183	DBEDF AAD F BDCFD DDBEC EBCFD CDACP AA BFGBE AAAAD EEBCD BCCBC CFDCD FFFCP CCCPF 96 69 69 70 90 72 49 26
19002	M	173	CCCFF AAC D CCCDC CPCCC CFCFF FFFFC CC CCEBA AGPBB AADD CEEAE EFFEID FDDDF CDDDC 96 60 76 81 65 72 52 23
19001	M	172	FEFCF DAB E AEFFC ECEA FBFRG CDACP CE AGHBC BFDCC AFADD DBBDB ACFFF FEBDP CCEAA 72 54 74 75 65 54 42 24
19006	M	176	CBDAB DAG F AFFFA DEDDA FADBA ABAAA AB AAAAGC DDGEA CAABA DCCDB DBDBC CCFAP CDDDE 19 23 20 32 8 9 19 20
19007	M	184	BDDDF DAE D BDDDE FDDCE CDDEF DCCBB FC BPFBE AAACD EABED AEEAE DFEDD DFEFF EDCDC 19 29 30 67 21 32 22 33
19004	M	183	FDFED FAH F DDFPP FDACD EAFFE FFFFF PA BBBBE AAABD DFACE DDAED ADEEF FFFFF FFFDB 99 85 93 99 95 99 56 44
19005	M	177	BDFCP CAP D CCF DDBEF FFFFFC AAABP FE C GCC ABBCB AEDBD BDACB DAADD AFAED FACDB 17 29 20 29 10 34 28 30
19014	F	186	DFADF DAE F AAED E DAFBA ALAEF ADDAF BC BFFBE AAABD EEBBD DDAED ADEEB FFFFF BCBEC 96 98 95 98 93 97 56 40
19016	M	172	BBBED CAA F CPCE E DDBDA ABEFD BDECP FC BFFCA AGABD EABBA DCBCB FPEEE EEEFP FFFFF FA FFDFD FAG F DDDFD FDFDF FAFFF FFFFF FA AAABC DFFAC DFABA BCADB FEBAA AEEEE FBBFE 84 60 73 94 65 79 46 33
19018	F	172	DFDDE EAI F DABDD DDEC DFBEE EEEFP FC AAABA BGDCG DFADA ADADD PFEFF BFEDF FCCFB 94 76 73 93 65 80 42 36
19017	F	179	FFFBA BAH E BEDEC EAFCB ECEFE FFFFF BC



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

19019	F	171	AAAABC DFBDC DEAAC CCAEB FFBBE FFPEF PBBFE	97 99 99 99 99 99 57 43
19020	F	180	EDABD FAJ F EEDDA DAFCD FDCFE FDDDF PA	80 54 48 75 56 64 40 31
19021	F	174	AAABB BCEAC DFBAD DCBDC EBAED EFFFF EABEB	80 54 48 75 56 64 40 31
19022	M	178	EEAFAF EAAF BABFA EDFCE DDAFD AEEEE EB	84 88 84 93 73 88 49 37
19025	F	176	BPPAE AAAAD EEBBB BBAEB EFBBA DDEDB DA	84 88 84 93 73 88 49 37
19043	M	174	APDDE EAB A ADADA AEDBA DDAAE BDDDD DA	84 71 74 81 65 70 45 29
19044	M	183	BDEBA ABACB ABBBD AADBD DAEFA EDADC ACDAB	84 71 74 81 65 70 45 29
19045	M	183	EAEBE EAC D BDADD ADDCA DDEDD EDDDD DE	72 43 53 89 75 68 36 35
19046	M	181	BPFBE AAABD EDACD DBADC DFFFD EFFFF EEEED	72 43 53 89 75 68 36 35
19047	M	181	CDEBC AAF C DBBD F BCEBF DEDED CCFCF BE	28 10 1 44 16 24 25 25
19048	M	181	EFGB ACFBC ADCBE ACEDB EADBD ACEFF CFBAF	28 10 1 44 16 24 25 25
19049	M	181	CEBFE BAD FFFF D BFEDC BBABD CCBAC EC	43 30 43 29 12 40 36 23
19050	M	178	C BB AB BB AADCD CCCCC DEDFF FFDFP FPCEF	35 19 25 35 29 36 44 13
19051	M	178	DEADF FAJ F ADAFP FDAAF FDDPF FFFFF FC	35 13 15 4 16 19 33 14
19052	M	183	BPFCE AAACD ECBED AEEAD CEEDB C3CDC FBCBC	83 71 58 75 73 60 45 24
19053	M	178	EDBBC DAC B BBBBB DEDDE DCDCB BAFBD BF	15 23 25 77 63 40 32 27
19054	M	173	BPGAB EAAA DEDBC DBCAC AFFBF FFFFF FFFFF	54 63 60 62 71 30 51 36
19055	M	197	FCCBD BAD B BDCDB DBCCB CBCBC BDBCA CD	84 80 73 51 54 73 51 25
19056	F	176	BFGCE AAAAA DEBAB DBADA FFDDA AFFDP CPCFC	84 80 73 51 54 73 51 25
19057	M	173	BFCFF DAJE CCCAC DEFAB ACCDF ADECF DC	21036 F 176 EFGBC CBFCB AFDBC ABAEE FFEDB FAFF CC
19058	M	197	CGGBA ABEBB AAACD AECAF A CAC FEAEA EAFAE	35 3 3 17 42 10 22 18
19059	F	079	AEAEA EAB D CEFAC BDFED CBABC DEFED CB	21027 M 173 CPEAC DFDC A CDAEA AFAF BDEFF FACPF DDA AC
19060	D	F	BBBFF FAF B CAADB BFBBB BBBDF FEEEF EB	21044 M 181 AAAAC CBFAC DFABA DAAEA APCBE B,DEF ECCCFC
19061	M	173	G B ECAFE FFBDF FAFF DCBBF CC	84 96 99 66 97 94 57 34
19062	M	173	ABADD FAG F ECBEC EAFFC EBBFF EPFFF EF	CBBCF EAE E BBCCE BBEBC ABCDE ADABF DB
19063	M	181	CBBCF CAHE FACE ACFCB BCCFF DDA AC	21041 F 178 AAAAC CBEAC DFAAB DBAEA EECBB BEFAP CBCEB
19064	M	181	AAAAC CBFAC DFABA DAAEA APCBE B,DEF ECCCFC	80 60 35 54 44 66 40 32
19065	M	181	CBBCF EAE E BBCCE BBEBC ABCDE ADABF DB	CBDBD EAB A ABBCB BBFCC BFFEF FC



## I. D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

21043	F	180	AAACC CFPAC DFABD DBAEA FFCCB BFFFFB FACFD CACAF CAD F AABEA FFFBA DACFF FFFFF FC	94 91 85 65 77 82 46 35
21026	M	170	AAABC CEBAC DFACD CDBDC EBEEB EEADF BCDDB ADDCA CAG E EEEBA DEEBA BEBEE EABBB EC	63 80 81 85 92 73 48 28
21045	M	172	BFFBE AAABD EBBCB BDACD BBDDA ADADF EDBDA FADDF AAF D BBADE DEADA LAAED BAFFE DB	38 36 25 75 80 58 35 33
21042	F	173	AAABC C BAC DFABB DBABB FFBBB BFFFF BBCFB AEAFF EAC F AFCEA FEAFE FAEF FFFF FC	72 47 25 35 19 60 39 30
21038	M	179	AAAB C CC DFA CCBCC B F BB A B AI B F	NO DEPARTMENTAL RECORD
21049	M	183	AAACC DPBAC DFAAE CAAEB FDEAD DDDPF FABPC CCACB BAJ F BBBDC FABAA DCBFF FDBBF CC	97 93 97 97 98 95 51 41
21031	F	173	AAACC C EBC DFABB CDAEA FFCBA CFFFF FFAB AEDAF DAB F AABEA FFFF ELAFF FFFFF EA	76 56 35 83 39 42 41 19
21039	M	182	AAABB BGBCC DFABB BDBC BEEABD EDDEF ECDDB FEACB EAJ E AAEFF FAEEA AAAED DADBF AA	80 71 91 94 97 86 46 38
21032	M	164	CGHBB ABF D EBBCD CCBD C AC	76 65 40 90 89 79 44 35
21035	M	179	AAAAC CBDBC DPADA BCDEB DEBCD BDDAE ECCEB BDABB BAF B AAEBA BBCDA BCBED ADDAC AC	58 76 98 91 99 91 55 33
21047	F	167	AAABC CDBBC DFABB CBAEB AEBBA BFEDF DECDC ACAAP CAH F BDBEF EEEFAE DBEFC BFFFF DC	94 75 62 63 87 83 46 36
21030	M	181	CCGCC ABEBB AACDC ACBEC DADDA FFDFD CCFDC CDADD CAA D AABDC DECCA F3BBF DLDDF DA	72 82 60 44 89 52 46 19
21034	F	181	BFFBE AAABD EEBDD BDCDB FBFBF ADCFF CDC AE	84 83 84 57 73 82 50 31
21029	M	173	CCCBC ABEBB AAAED AECBD BBBB CDEDC BABCD EFFFF FAJ F FFFFF FFFFF FFFFF FP	10 8 11 26 65 29 25 28
21033	M	173	AD	72 92 99 98 99 98 55 42
21040	M	164	AAABC BBBBC DFADD BCABD FFCCB BFFCE FCCFC CCCCB PAA F BAPAC BBFEE BCCFE CEDFF BC	67 83 88 65 34 63 50 32
21094	M	179	CCCCC ABEBB ACDAE EEABB FEEDF FDF F FEDFF D ADP FAE E ABBDE ADFAD FDFFF DAA D AF	35 19 35 54 51 12 24 18



## II.D. SEX AGE

## RESPONSES

DEPARTMENTAL RESULTS



**DEPARTMENTAL RESULTS**



## I.D. SEX AGE

## RESPONSES

## DEPARTMENTAL RESULTS

21013	P	173	BFGBE AAAAD EABEA ADBDB FFCCCE DFFFF FFCPC	76 82 81 91 93 94 51 40
21068	P	181	CBCCF CAD F CCEFF CCCFCC CCFPP FFFFF FC	58 36 25 48 39 17 24 22
21061	M	192	CGGGC ABCBA BDDBA DCADB AFAAB CABAD ABCBB	58 36 25 48 39 17 24 22
21051	P	183	CABCA BAI D CPCBA BCFFF FFFF D PPPFA FFFF	58 76 74 65 86 64 44 27
21063	P	179	CGGGC APBCC DBDD DCCEA EBEPFA FFFF	CBD
21064	P	181	AECAD CAB C DEFB BEBCD ADABA BACDB CA	58 76 74 65 86 64 44 27
21070	F	176	DBBBB AGFAB ADCCA BDBDD FFFFFE DFFFF FECFF	54 38 53 54 44 46 33 29
21053	M	181	EDEEF DAB F CBBFF FDDCE EDBPF BFFF F	54 38 53 54 44 46 33 29
21062	M	172	DDEBA ADEC B AACBD BBACC EBBBA ADDDF EBBEB	54 49 62 26 51 34 35 21
21060	M	180	ECBDF DAD D DAAEA DDBBD ECAPP BEFAF CC	54 49 62 26 51 34 35 21
21058	M	182	CGBB ACBCD EABC F CCBCC EFFFF FDDDF DCCC D	23 49 38 32 42 44 42 19
21052	M	178	DDDBP FAE F BEBBC BEDDA DEADA BDBDD EB	35 13 20 57 26 22 23 24
21008	F	194	DCECC ADEC B ABDB B CBDBC AAABB BDABE AAADA	35 13 20 57 26 22 23 24
21011	F	171	AAADD DAA DBFFF FEDED DDBEB DDAAF BB	35 13 20 57 26 22 23 24
21055	P	178	CCDBA ABFCD ABBBD ACACC CBDFF DCCBB CCBFF	54 73 85 54 94 56 46 21
21071	P	180	EADFC BAD F FEBFF CFAFF FEDEE DPFDF FCBPF	NO DEPARTMENTAL RECORD
			EDEDF BAC F EEEFE PDECF FBFFE EEEEEF EC	
			21060 CGGBA ABACC DAABA CBADB ABFFB CCBED EBBED	26 23 10 51 44 52 30 35
			CEEFF FAA E CEEFP FEEBC FFFFF EBDDC BD	
			21058 CGGGC AGFAC AEEFB CBAEB FFFCB DDDDE CBDFB	99 99 99 99 99 95 48 45
			BEAEF AAI D BABDA BAAAC AABDF AFFAD FC	
			21059 DDBAC ABDAB AECAB ACAEA CBCFF FFFFF	94 60 84 62 77 87 55 30
			FPPFP FAJ F FCFFF FFFFF CFFFF FFFFF CC	
			21052 CCDCE AGAAB AEABB BCADB EDAAD DDDAC FACFD	84 75 84 97 94 86 43 41
			ACAEP DAC E AABDD DADCB DDDFD CDAAC FA	
			21008 CFFBE AACCD EABCD CCBBCB DDDDB DADCF FCBD	72 58 64 77 73 62 36 34
			FDCDF BAIE CFDBD AECDB ECAFF FECDB DC	
			21011 BFFBE ACACD EBBED BDCCC FFAAA AFFEP FCCFD	46 52 16 26 44 42 37 23
			BDFFC CAB B FFEDF DBBBF FFDED EABCE FC	
			21055 CGGCB ABFCB AAADD CDDCC EEEFF FFDDD FCCDD	54 8 25 12 16 19 26 21
			DDDBB EAFA EDDBD AADAD DAAEE DDDDE BB	
			21071 AAABB DGBBC DFACB BDBCC EPEDA BFDDF FCBFC	94 95 87 99 81 98 54 43
			EADEF EAB D BDDDE EEDDE DDEEF EC	



## DEPARTMENTAL RESULTS

## RESPONSES

## I. D. SEX AGE

I. D.	SEX	AGE	RESPONSES
21072	F	182	DGCBC ABBCB AAEDB CDCCB EEEBB EBBED DFBBF BAC D BBADA BEAAAB DADEE EEEEE EC
21001	M	181	CCCBA ABFCB EADD B ACDDC DBAAA AFDA AF AAAFAF FAB E EEBBF AEFFB DIBFB BBBBP AF
21046	F	183	CBBBBB ABCCB ABCDD AABCC FFFFF FFFFF DBBEE CAG E ACBDF FFPEAB AD CF CEDAB DF
21005	P	172	AAACC D BAC DFAA BAEB EEEADA ADDAE BCBBB DEADD DAF D ADDDD DADAA AAAEE EEEDE EB
21086	M	176	CDHBA ABCAB AACCD EDADC EEDBF FCDPC AFFFFF FAG C CAADE A FDB DBBDD DDDED EC
21079	F	183	AABC DEBAC AFABCB CCADB EEEFD DEDEB CCCFB ECBEF DAJ A CABEE DAACC EADEFD EAEE EC
21048	M	181	BFFBE AAAAD EAIDD BECCC CEEPE FFCEP ECCBC FCCCC CAIJ F FFFFA FFCFA DCAPC ECCC CB
21037	F	176	AAACC DBBBC AFACB CEADC AABA DEDAE EBCBD EEEDC CAH EDBAE BEBBB DBBFE FEFBP BF
21069	M	173	CCDBA ABCCB AEDDA DCBCB AEEAB ABACA CEFDB ABCBA AAJA A BAADB AABDB FCAAA AAAAC AB
21067	M	179	CBGBA ABFB AADAA CCAEA DECCC DCCDB CCCCC DDCDC DAHC DDCFF PFFFF FFFFF FEFF FE
21022	M	180	BGHCB AFBAB ABBBB BCACB EEEBC BABBA FABBA EFFEP BAC P ABBEE EABFB FBCBE EEEEB EC
21018	M	144	BFFBE AAACD EABED DDCCC EAEEF FFCFP FBEEB FBPAC CAIJ F AFBBB FA DB FEAFE BCBBP EC
21010	F	174	BCECA AAABD EABCD CDACC BCDD DFAFF CFFFF FEEAE EAA F EDFEF FFDCP FFFFFD EABCE AC
21054	M	174	CDGCC AEBBB AEEDD ADCBC CFFFF EEEEF FBBC AAAAAE AAE F AEEFA FFFBE FFAEE EEEAE EE
21017	F	180	CBEBA AGFCB AACDB BDAEB FCAA AFFAF BBCFA BBBBP EAHP CDBEB AACAA DBAFF AFFAA DC
21066	F	185	CGGCB AGDCC AADAA BBAEC EABFF FFDEF D FFA FCFDD DAG D BFFFF FDDEF FCFAF CEEDF DF
21100	M	180	CEEBA ACECB AADED CCDDC DDBBA ADBDE BBBEA BBABF BBA A DBBDD AADBA ADAFF BAAAD DB



## DEPARTMENTAL RESULTS

## RESPONSES

## I.D. SEX AGE

21120	P	176	EGBBC DEBBB AFDBB DBAE F B P BFFF E F	F BFFF E F	80 82 84 90 68 70 43 31
21119	F	181	DEBFF CBA C P B A PAA FCFF E F	FC DCC C 99 99 93 97 99 96 56 38	
21119	F	181	AAABB CEBBC DFADD CDBEE AEFF FA F	FA F DCC C 99 99 93 97 99 96 56 38	
21117	M	179	AADAF FBJ F FA FAE FADFA AE D	DB DCAFF 94 82 88 91 89 95 47 45	
21117	M	179	AAABC DBDBC DPABA DBAEA EPCCB BDAAF FCEFE	D F FF FC 94 82 88 91 89 95 47 45	
21125	P	174	BDBBF ABH P B B E BPCB D F FF FC	D F FF FC 94 82 88 91 89 95 47 45	
21125	P	174	CCEB AAB C BABD AACD AEEFF FFFBC FFCD E	F FFFBC FFCD E 94 82 88 91 89 95 47 45	
21105	M	180	CEBFF FBF FFFFF FFFF CEBFF DCFDD FE	DC F DCFDD FE 94 82 88 91 89 95 47 45	
21105	M	180	EEBBA BBBB AECDB CDCDC FEBCA DEEAF EBCPA	E 94 82 88 91 89 95 47 45	
21124	P	177	CFAEF DBF P BABDF BDFBA EDBFF A AAD DC	A AAD DC 94 82 88 91 89 95 47 45	
21124	P	177	AAABB DBDBB DFABD BBBEC FFDEF FFFF FFFFF	F FFFF FFFFF 94 82 88 91 89 95 47 45	
21118	M	173	FBDEA BBF F AAAFA DAFCA AEEFF AAAAF AB	AB 94 82 88 91 89 95 47 45	
21118	M	173	CBCBE ADABB AACAA EBADE FFFCF FFIAFF F F	F F F FFFCF FFIAFF 94 82 88 91 89 95 47 45	
21122	F	000	F OFF CBI F CFFFC FFF F F CFC FC	CFC FC 94 82 88 91 89 95 47 45	
21122	F	000	BAAB EACAA DEBBC BCDDAD BAFBB ADDDD CDCBE	ADD CDBE 94 82 88 91 89 95 47 45	
21123	F	000	BDEAA EBC A DCaab CDACF ADCAD AFFFF FC	ADC AFFFF FC 94 82 88 91 89 95 47 45	
21123	F	000	CCGBB AB BB ADDCD CCBD D FPABB AFFDF FBBFB	CCBD D FPABB AFFDF FBBFB 94 82 88 91 89 95 47 45	
21110	P	172	EBAAA FBD F AAAFC FAFC DAFFF DFFF DFFF	DFFF DFFF 94 82 88 91 89 95 47 45	
21110	P	172	AAABC DGEBC DFACC BBAEC FFCDP DEFP BCBF	DEFP BCBF 94 82 88 91 89 95 47 45	
21102	P	175	BABEF FBD D ABBD ABFAA BFFFF FFFFF FA	ABBD ABFAA BFFFF FFFFF FA 94 82 88 91 89 95 47 45	
21102	P	175	ECGBA BGCCC DFADD CDADD FFIAFD DFFDF FCCFB	CDADD FFIAFD DFFDF FCCFB 94 82 88 91 89 95 47 45	
21110	F	173	ECEAC FBC F AAFFT DDFAF FFIAFF FFFFF DC	DDFAF FFIAFF FFFFF DC 94 82 88 91 89 95 47 45	
21110	F	173	AAABC CGEAC AFABA BCADD EFCDP DFFFF ECBD	EFCDP DFFFF ECBD 94 82 88 91 89 95 47 45	
21101	P	175	ADEEF DBA D AACDD AAEBE DDEDD FDDDF AB	D AACDD AAEBE DDEDD FDDDF AB 94 82 88 91 89 95 47 45	
21101	P	175	DGBCC AEFAB ABDCB CCADA FFBD D FEDCF FEBFB	ABDCB CCADA FFBD D FEDCF FEBFB 94 82 88 91 89 95 47 45	
21116	P	188	BEBFF CBB F CBDDE DADDE DAAFP FEFDF FC	DADDE DAAFP FEFDF FC 94 82 88 91 89 95 47 45	
21116	P	188	CGHCC AAFBD FEACA ABBA FFCBA BFFFF FFCFD	FEACA ABBA FFCBA BFFFF FFCFD 94 82 88 91 89 95 47 45	
21109	P	179	AFBFF FBG F FFFFF FFFFF FFFFF FC	F FFFFF FFFFF FC 94 82 88 91 89 95 47 45	
21109	P	179	AAAAC DGBAD DFAAC CAAEA EDCAF DEFFF FECFA	DEFFF FECFA 94 82 88 91 89 95 47 45	
21103	P	177	CDBDE FBJ D BAFAD ADDEA DEBFF DEFDF FC	DADEA DEBFF DEFDF FC 94 82 88 91 89 95 47 45	
21103	P	177	AAAAC CP BC DFAAB ABAAE EFCBF FFFFF FCCFF	EFCBF FFFFF FCCFF 94 82 88 91 89 95 47 45	
21115	F	179	CFCFF FBD F CCBBF ABFCB FFCFF FBFFF FC	ABFCB FFCFF FBFFF FC 94 82 88 91 89 95 47 45	
21115	F	179	AAAAC DBBBC DFAAD BCAEA FFCAA AFFDE DCADA	FFCAA AFFDE DCADA 94 82 88 91 89 95 47 45	
21115	F	179	ADDBF EBF F BACPA DAFDF FDAEF DFFFF C	DAFDF FDAEF DFFFF C 94 82 88 91 89 95 47 45	



## DEPARTMENTAL RESULTS

## RESPONSES

I.D. SEX AGE



USER: CIPO  
PROJECT NO: SE01

\*\*\*\*\* ON AT 09:43.01 08-01-72  
\*\*\*\*\* OFF AT 09:44.40 08-01-72  
\*\*\*\*\* ELAPSED TIME 1.686 MIN.  
\*\*\*\*\* CPU TIME USED 57.533 SEC. \$6.23  
\*\*\*\*\* CPU STOR VMI 14.783 PAGE-MIN. \$.96  
\*\*\*\*\* WAIT STOR VMI .186 PAGE-HR.  
\*\*\*\*\* CARDS READ 2223 \$1.45  
\*\*\*\*\* LINES PRINTED 3089 \$1.61  
\*\*\*\*\* PAGES PRINTED 74 \$.42  
\*\*\*\*\* DRUM READS 21  
\*\*\*\*\* RATE FACTOR 1.3  
\*\*\*\*\* APPROX. COST OF THIS RUN IS \$10.67  
  
\*\*\*\*\* DISK STORAGE 15 PAGE-HR.  
\*\*\*\*\* APPROX. FUNDS REMAINING \$27.07  
\*\*\*\*\* DISK SPACE REMAINING 10 PAGES  
  
\*\*LAST SIGNON WAS: 08:44.02 08-01-72









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